COMMON CORE
Assessment Options Report

Appendix B

Survey Responses

COMMON CORE
Assessment Options Report

ACT Aspire

Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

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2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

Building on the College and Career Readiness work that ACT, Inc. has been doing in Michigan these past several years, ACT Aspire, LLC is proud to offer you a new and highly innovative off-the-shelf solution: ACT Aspire™. ACT Aspire is a vertically-articulated, internationally benchmarked, standards-based system of assessments that can be used to highlight progress towards ACT College Readiness Standards and Benchmarks as well as the Common Core State Standards (CCSS). Constructed using an evidence-based design, ACT Aspire is the first digital, longitudinal system to connect student performance from grades 3–12, beginning spring 2014. Anchored by ACT's flagship college and career readiness exam, the ACT® college readiness assessment, these assessments will provide information earlier in children's lives using constructed-response, selected-response, and technology-enhanced items. Using an integrated multi-dimensional approach, ACT Aspire goes beyond Common Core State Standards by including science assessments, career readiness measures and non-cognitive components. ACT Aspire, LLC is a new legal entity born of a half-century collaboration between parent organizations ACT, Inc. and Pearson PLC. It was created to combine the recognized expertise and capabilities of these two organizations and to deliver a new generation of exceptional assessment solutions. ACT Aspire, LLC, licenses assessments from both ACT, Inc. and Pearson PLC through a defined, joint-venture agreement. For the purposes of this request, responses are being provided specific to ACT Aspire.

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics
Reading
Writing

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

The Common Core State Standards (CCSS) were designed to articulate College and Career Readiness, which has been ACT's research agenda and mission for many years. ACT was a full partner in the development of the CCSS, with ACT's research, data, standards, and benchmarks informing the development of the CCSS themselves and ACT content experts consulting with and serving on the CCSS writing teams. These same experts lead ACT's design and development of items and forms for ACT Aspire. Internally, through evidence-based design principles, we design and code items to measure college and career readiness skills and knowledge as articulated by the CCSS. Importantly, ACT has years of actual student data that we use to validate that our assessments actually measure college and career

readiness. (See http://www.act.org/research/researchers/reports/pdf/ACT_RR2012-2.pdf and http://media.act.org/documents/ACT_RR2012-5.pdf. The ACT technical manual can be found at http://www.act.org/aap/pdf/ACT_Technical_Manual.pdf.) .) These evidence-based, validated test development procedures and principles are in place and have been used to develop the ACT Aspire items and forms. To assure alignment, test development codes items to appropriate standards as they design items. ACT also works with subject matter experts (SMEs) in each content area to verify the alignment of items to standards and item classifications. To help us evaluate and independently quantify the degree of this alignment, ACT hired Alpine Testing Solutions to conduct an independent alignment study for ACT Aspire and the CCSS. Alpine conducted an alignment workshop involving content experts in September 2013, and we are now reviewing a draft of their findings. Their methodology can be found here: http://www.alpinetesting.com The ACT Aspire writing assessments represent an extension into earlier grades of the philosophy of writing and assessment found in ACT's established high school writing tests—the ACT Writing Test and the QualityCore English writing assessments. These assessments are designed to measure the essential writing skills articulated in ACT's College and Career Readiness Standards, which served as a basis for the Writing standards found in the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Data validates that test takers who perform adequately on the ACT Writing Test are likely to succeed in their first-year college composition courses. Based on the research, standards, experience, and evidence embodied in these tests, we developed a Writing Competencies Model (found here http://www.discoveractaspire.org/media/95X55KS5Z433/docs/en_US/08ccac27e75845672b8c9c847c9ea7355861a2cf/39DYM501325I/ACT_Aspire_Writing_Exemplar.pdf) to guide the development of the ACT Aspire writing assessments and ensure the extension of our philosophy of writing and writing assessment into the ACT Aspire tests. The ACT Aspire tasks and rubrics are derived from the Writing Competencies Model, reflecting, in a grade-appropriate way, the portrait of competent writing broadly depicted there.

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

ACT test developers have a unique and rigorous understanding of the breadth and content of the Common Core State Standards (CCSS) because the CCSS came largely from ACT's assessment research and data. Having developed empirically-validated college and career readiness assessments for 8th grade and up over the past decades, ACT can point to student test data to validate that our domain-sampled assessments adequately cover the skills and knowledge required for college and career readiness. (See http://www.act.org/research/researchers/reports/pdf/ACT_RR2012-2.pdf http://media.act.org/documents/ACT_RR2012-5.pdf.) These same empirically supported test development processes and designs are in place for ACT Aspire and ACT test development. ACT Aspire was built with a deep understanding of how students develop and demonstrate mastery as well as how they progress in achievement during their school years. ACT Aspire includes a vertically scaled battery of achievement tests capable of measuring growth in a consistent and comparable fashion. In order to achieve this coherent, longitudinal system of measurement and provide actionable information for all students, the ACT Aspire design includes items with a range of difficulties, requiring a range of knowledge depths, and covering a progression of learning, from foundational concepts to sophisticated applications. Each test for ACT Aspire has test specifications that test developers must strictly adhere to. The test specifications describe the exact number of items covering each content area at each Depth of Knowledge (DOK) level and item characteristic to assure sufficient depth and coverage. ACT's engagement in research serves as a first step of our test development process, functioning as part of the domain analysis step of identifying research-based knowledge and skills that students must attain to be successful in college and career. (See ACT's National Curriculum Survey describing up-to-date data about what entering college and workforce training students need to know and be able to do in college and career coursework in English Language Arts, Mathematics, and Science http://www.act.org/research-policy/national-curriculum-survey/.) Assessments are then structured to capture sufficient evidence around these claims. This process is in place for all ACT Aspire summative, interim, and formative assessments. The ACT Aspire writing tests ensure coverage of the Common Core State Standards by eliciting direct writing performance in the three text types found in the CCSS: narrative, argumentative, and informative/explanatory. The ACT Aspire rubrics developed for each grade-level assessment ensure that the breadth of the writing standards are assessed in each text type. The treatment of text types in the suite of ACT Aspire writing assessments provides opportunities for demonstrating advanced skills and thinking. The CCSS "narrative" text type becomes Reflective Narrative in ACT Aspire, signaling that an ability to think critically about the meaning of a recounted event is an essential dimension of narrative writing competence. Similarly, ACT Aspire's Analytical Expository mode reflects the expectation that competent explanation entails analysis in the service of depth of understanding and insight. The Persuasive/Argumentative mode recognizes that good rhetorical skills include not just logos but also pathos and ethos. The ACT Aspire rubrics (which can be reviewed at http://www.discoveractaspire.org/media/95X55KS5Z433/docs/en_US/08ccac27e75845672b8c9c847c9ea7355861a2cf/39DYM501325I/ACT_Aspire_Writing_Exemplar.pdf) are the means by which we ensure that student performance is evaluated on the basis of the standards that guided task design. Each grade level has its own rubric, but there is a great deal of continuity as one moves across grades and text types. Each rubric contains four domains. The first, whether labeled "Reflective narrative," "Analysis," or "Argument," corresponds to the Generate Ideas competency found in the Writing Competencies Model. In this domain we evaluate how well the student's ideas address the rhetorical situation, and how capable they are of meaningful reflection, explanatory analysis, or persuasive force. The "Development," "Organization," and "Language" domains in the analytic rubrics correspond to the similarly named competencies in the Writing Competencies Model. At each grade level, and in each domain, a score of 4 is associated with "adequacy," indicating that a student who achieves this score is on track for succeeding as they enter the next grade level. At grades 6 and above, the rubrics differentiate among six performance levels; this allows for two degrees of differentiation above "adequate." A score of 5 at these grades indicates an advancing level of skill in identifying and addressing the complexities of the topic; in exploring ideas and using detailed discussions to draw out and support larger observations; in organizing with intention, aware of the effects of the sequencing of ideas; and in using strong, vivid language and effective style. A score of 6 indicates a more advanced ability in each of these areas. The 5-point rubrics for grades 3 through 5 allow for only one degree of performance above adequate. Finer distinctions above adequate in the lower grades are not evident in the students' responses. Nevertheless, even third graders can demonstrate higher order thinking skills by reflecting in a meaningful way on their own experiences, or those of others. The 5-point ACT Aspire rubric provides a means for recognizing that ability. Through its task designs and rubrics, the ACT Aspire Writing test covers the breadth of the Common Core State Standards, emphasizing the place of critical thinking and the generation of ideas in proficient writing.

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Each year, students add new ideas, new concepts, new skills, new ways of looking at problems, new thought patterns, and new connections. However, students also strengthen and refine the understandings and skills they had at previous grades, gaining fluency and adding depth. ACT knows that it is important to assess the student's knowledge of how foundational concepts are applied to more advanced material. It is important that students add the new skills, and that students continue to strengthen core understandings and skills, and learn to apply them in increasingly complex and novel situations. The Common Core State Standards embody the same philosophy, describing it through a lens of "coherence." According to the CCSS, "students advancing through the grades are expected to meet each year's grade-specific standards and retain or develop skills and understandings mastered in preceding grades." ACT Aspire tests are designed to pay particular attention to the coherence described in the CCSS not only in terms of content but also in terms of Depth of Knowledge (DOK). ACT Aspire is purposefully designed to sample the CCSS at varying degrees of DOK so that an inference can be made about what DOK a student truly understands. The DOK values are articulated in the Test Specifications for each test, thus ensuring the purposeful sampling of the DOKs for each area. The ACT Aspire writing tests are built from task templates (found at http://www.discoveractaspire.org/media/95X55KS5Z433/docs/en_US /08ccac27e75845672b8c9c847c9ea7355861a2cf/39DYM501325I/ACT_Aspire_Writing_Exemplar.pdf) that have been designed to elicit the writing competencies articulated in our Writing Competencies Model. Through these templates, we strive to generate writing prompts that give students with a wide range of abilities a reasonable opportunity to demonstrate their best writing. Thus, the templates call for writing topics that are accessible in language and concept to a large majority of students at a given grade level, that are free from cultural bias, and that do not require of students any pre-existing specialized or background knowledge. At the same time, each template is designed to provide an opportunity for students to think critically if they can, and to demonstrate the upper range of their composition skills. These task templates ensure consistency in depth of knowledge and coverage of standards among the ACT Aspire writing prompts developed for each grade. Further, the templates, calibrated to grade-level abilities, ensure continuity in depth of knowledge and standards coverage from grade to grade.

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

The same methodology that has been used to develop the ACT, empirically validated as a measure of college and career readiness (http://www.act.org/research/researchers/reports/pdf/ACT_RR2012-2.pdf http://media.act.org/documents /ACT_RR2012-5.pdf) is the same test development methodology used to build ACT Aspire. The tests are domain sampled by design with careful attention paid to content representation. ACT Aspire test specifications articulate the sampling across reporting categories that align identically to the CCSS. The ACT Aspire writing assessments ask students at each grade level to respond in essay form to a single writing stimulus. These stimuli are designed around the text types found in the Common Core State Standards. The Reflective Narrative mode appears at grades 3 and 6. The assessments at grades 4, 7, and early high school are in the Analytical Expository mode. The grade 5 and grade 8 assessments are in the Persuasive/Argumentative mode. The ACT Aspire assessments are designed to give students at every grade level an opportunity to display the higher-order thinking skills needed for meaningful reflection, analytical explanation, and persuasive argument. At each grade and text type, student responses are evaluated according to the generation, development, organization, and communication of ideas. The design of the tasks and rubrics, at each grade level, ensure that the essential writing skills identified in the Common Core State Standards are elicited from student test-takers and evaluated consistently.

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

ACT test development staff are quite familiar with the CCSS, as several of our senior staff members were involved in the early development of the standards. This extensive knowledge of the CCSS provides a foundation that allows our staff to align item development efforts directly to CCSS, as well as to college and career readiness. From the item creation process, where we ask item writers to assign a Common Core State Standard to each of their submitted items, to the item review process, where we ask teachers to evaluate, in part, how well a given item aligns to the assigned Common Core State Standard, the alignment of items to standards is an integral part of the test development process.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

Throughout the test development process, groups of teachers from across educational levels (elementary, secondary, and post-secondary) are asked to review passages and items in order to evaluate the alignment of the items to Common Core State Standards and Depth of Knowledge levels. By gathering input from active teachers from across the educational continuum, we ensure that diversity of viewpoint is a backbone of the alignment quality-control process. In addition to the represented educational diversity, item writers and reviewers, as well as ACT staff members, represent various gender, socio-economic, regional, and ethnic groups in their evaluation of material.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X			X
Grade 4	X			X
Grade 5	X			X
Grade 6	X			X
Grade 7	X			X
Grade 8	X			X
Grade 9	X			X
Grade 10	X			X
Grade 11				
Grade 12				
Comments:				

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X			X
Grade 4	X			X
Grade 5	X			X
Grade 6	X			X
Grade 7	X			X
Grade 8	X			X
Grade 9	X			X
Grade 10	X			X
Grade 11				
Grade 12				
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Multiple forms, equivalent assessments
Embedded field tests

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X		
Short Answer	X	X	X	X	X	X	X	X		
Essay/Constructed Response	X	X	X	X	X	X	X	X		
Performance Assessment										

	3	4	5	6	7	8	9	10	11	12
Matching	X	X	X	X	X	X	X	X		
True/False										
Drag and Drop	X	X	X	X	X	X	X	X		
Locate areas/regions	X	X	X	X	X	X	X	X		
Matrix questions										
Other methods	X	X	X	X	X	X	X	X		
Comments:										

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X		
Short Answer	X	X	X	X	X	X	X	X		
Essay/Constructed Response	X	X	X	X	X	X	X	X		
Performance Assessment										
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X	X	X		
Locate areas/regions										
Matrix questions										
Other methods	X	X	X	X	X	X	X	X		
Comments:										

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer										
Essay/Constructed Response										
Performance Assessment										
Matching										
True/False										
Drag and Drop										
Locate areas/regions										
Matrix questions										
Other methods										
Comments:										

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer										
Essay/Constructed Response										
Performance Assessment										
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X	X	X		

Locate areas/regions		
Matrix questions		
Other methods	**X X X X X X X X**	

Comments:

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification	X		

Comments:

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

Alpine Testing Solutions conducted an alignment workshop involving content experts in September 2013, and we are now reviewing a draft of their findings. Their methodology can be found here: http://www.alpinetesting.com.

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 3 for CAT/CBA - 22
Grade 3 for P&P - 28
Grade 4 for CAT/CBA - 22
Grade 4 for P&P - 28
Grade 5 for CAT/CBA - 22
Grade 5 for P&P - 28
Grade 6 for CAT/CBA - 22
Grade 6 for P&P - 28
Grade 7 for CAT/CBA - 22
Grade 7 for P&P - 28
Grade 8 for CAT/CBA - 22
Grade 8 for P&P - 28

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA),

hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 4

Grade 3 AIS SA - 1

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 4

Grade 4 AIS SA - 1

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 4

Grade 5 AIS SA - 1

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 4

Grade 6 AIS SA - 1

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 4

Grade 7 AIS SA - 1

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 5

Grade 8 AIS SA - 1

Grade 8 AIS ER - 0

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 1

Grade 3 AIS SA - 2

Grade 3 AIS ER - 1

Grade 4 HS SA - 0

Grade 4 HS ER - 1

Grade 4 AIS SA - 2

Grade 4 AIS ER - 1

Grade 5 HS SA - 0

Grade 5 HS ER - 1

Grade 5 AIS SA - 2

Grade 5 AIS ER - 1

Grade 6 HS SA - 0

Grade 6 HS ER - 1

Grade 6 AIS SA - 2

Grade 6 AIS ER - 1

Grade 7 HS SA - 0

Grade 7 HS ER - 1

Grade 7 AIS SA - 2

Grade 7 AIS ER - 1		
Grade 8 HS SA - 0		
Grade 8 HS ER - 1		
Grade 8 AIS SA - 2		
Grade 8 AIS ER - 1		

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

The ACT Aspire alignment evaluations of grades 3 through 8 interim assessments are planned to occur during the summer of 2015.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Anytime summative clone (e.g., based on full set of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

More than three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - 7	
Grade 4 for CAT/CBA - 7	
Grade 5 for CAT/CBA - 7	
Grade 6 for CAT/CBA - 7	
Grade 7 for CAT/CBA - 7	
Grade 8 for CAT/CBA - 7	

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0	
Grade 3 HS ER - 0	
Grade 3 AIS SA - 0	

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification	X		
Comments:			

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

Alpine Testing Solutions conducted an alignment workshop involving content experts in September 2013, and we are now reviewing a draft of their findings. Their methodology can be found here: http://www.alpinetesting.com.

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 9 for CAT/CBA - 22

Grade 9 for P&P - 28

Grade 10 for CAT/CBA - 22

Grade 10 for P&P - 28

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 5

Grade 10 AIS SA - 1

Grade 10 AIS ER - 0

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD

summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 1	
Grade 9 HS ER - 1	
Grade 9 AIS SA - 1	
Grade 9 AIS ER - 1	
Grade 10 HS SA - 1	
Grade 10 HS ER - 1	
Grade 10 AIS SA - 1	
Grade 10 AIS ER - 1	

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X
Comments:			

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

The ACT Aspire alignment evaluations of high school interim assessments are planned for the summer of 2015.

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)
Anytime summative clone (e.g., based on full set of current-grade content)
Customizable unit-based (e.g., a customizable portion of current-grade content)

41. How many times can the Grades 9-12 Interim Assessment be given?

More than three times a year

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 9 for CAT/CBA - 7
Grade 10 for CAT/CBA - 7

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0	
Grade 9 AIS SA - 0	
Grade 9 AIS ER - 0	
Grade 10 HS SA - 0	
Grade 10 HS ER - 0	
Grade 10 AIS SA - 0	
Grade 10 AIS ER - 0	
Grade 11 HS SA - 0	
Grade 11 HS ER - 0	
Grade 11 AIS SA - 0	
Grade 11 AIS ER - 0	
Grade 12 HS SA - 0	
Grade 12 HS ER - 0	
Grade 12 AIS SA - 0	
Grade 12 AIS ER - 0	

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0
Grade 9 HS ER - 0
Grade 9 AIS SA - 0
Grade 9 AIS ER - 0
Grade 10 HS SA - 0
Grade 10 HS ER - 0
Grade 10 AIS SA - 0
Grade 10 AIS ER - 0
Grade 11 HS SA - 0
Grade 11 HS ER - 0
Grade 11 AIS SA - 0
Grade 11 AIS ER - 0
Grade 12 HS SA - 0
Grade 12 HS ER - 0
Grade 12 AIS SA - 0
Grade 12 AIS ER - 0

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP	X	X	X	
Windows 7	X	X	X	
Windows 8	X	X	X	
OS X	X	X	X	
iOS				X
Chrome OS			X	
Android				X

Other (please specify) or comments: OS X: Support 10.5, 10.6, 10.7 and 10.8; iOS: Support iOS 6 and iOS 7; Chrome OS: OS version 31; Linux is also planned within this timeframe; Tablets must be 9.7 inches or larger

46. Indicate the delivery method your CAT/CBA deploys.

Entirely web-based, WITHOUT a local caching server
Local caching is an option for those schools/districts that are constrained by throughput

47. Indicate the expected bandwidth required per student for CAT.

Bandwidth per student - 150

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X
Revise test questions		X
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review		X
Participate in developing rubrics for hand-scored test questions		X
Participate in scoring hand-scored test questions		X

Comments:

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X
Revise test questions		X
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review		X
Participate in developing rubrics for hand-scored test questions		X
Participate in scoring hand-scored test questions		X

Comments:

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee		X

Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	**X**
Item Response Theory parameters and standard errors	**X**
Student raw scores	**X**
Student theta scores with standard errors (including complete scoring histories)	**X**
Student scaled scores with standard errors (including complete scoring histories)	**X**
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)	**X**

Comments: We would welcome the opportunity to discuss these psychometric requirements against the following considerations and work with MDE to meet Michigan's needs. ACT Aspire is a new program, and the list of client deliverables is still being developed. None of the items listed in question 50 are currently part of the standard off-the-shelf version of ACT Aspire. The information that is ultimately provided to users will be dependent upon the intended uses of the data and their consistency with the Standards for Educational and Psychological Testing. Although any item responses or analyses would be on scored items only, ACT has the capacity to deliver information similar to, and beyond, what is currently done for MDE.

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Assessment procedures for accommodated administrations

Assessment scheduling

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

Test security procedures for ACT Aspire are under development. Data exchanges with the platform provider have not been finalized.

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

No

Upon request of either Michigan or parents in Michigan, depending upon our arrangement, we will make additional uses of the data, such as linking scores across time or linking scores between products, for the use and benefit of schools and parents.

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall

ELA Subscores (e.g., Reading, Writing, etc.)

Mathematics Overall

Mathematics Subscores (e.g., Algebra, Problem-solving)

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - Summative turn-around time is unknown, as ACT Aspire has not launched. AI scoring will be utilized to ensure that response turnaround time is as quick as possible.

Test results based on artificial intelligence-scored test questions - Summative turn-around time is unknown, as ACT Aspire has not launched. AI scoring will be utilized to ensure that response turnaround time is as quick as possible.

Test results based on hand-scored test questions - Summative turn-around time is unknown, as ACT Aspire has not launched. AI scoring will be utilized to ensure that response turnaround time is as quick as possible.

Composite results based on all components - All summative results for a student will be delivered at one time.

56. Will the Michigan Department of Education be able to specify the format in which the aggregate

data files will be returned to the state and schools?

Yes

Delivery of aggregated student data will be available as a download from the ACT Aspire web-portal or via CD.

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Embedded text-to-speech

Full translation of test questions into a language other than English (Spanish, Arabic, etc.)

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

Spanish translations of test questions available for grades 3–6 for Math, Science and Writing, but not English or Reading (violates construct to translate the English and Reading tests) - Spanish translations of test directions available for grades 3–10 for all subjects - No other language translations are available at this time. - A word-to-word dictionary can be used for any language, all grades, for Math, Science, and Writing, but not English or Reading (violates construct to translate the English and Reading tests). The dictionary is locally provided (not present in the CBT delivery platform and not provided as separate material by the test vendor).

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Embedded text-to-speech

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

- American Sign Language translations of test questions and directions are available as a local accommodation, but not in the platform. We plan to include ASL video translations in the platform in the future. ASL as a local accommodation is available for all grades for Math, Science, Writing, but not English or Reading (violates construct to translate the English and Reading tests). - Hard copy Braille, both contracted and uncontracted, of test questions and directions, along with tactile graphics, available for all grades and subjects. Tactile graphics also available as a stand-alone companion piece for audio versions delivered through the platform. - Refreshable Braille is on the roadmap for future development, but there are problems with M ath content and other symbolic content (e.g., Science items) that make digital Braille delivery very problematic. - Extra time and extra breaks available - Color contrast choices available - Increased font size for text - Line reader - Answer masking - Other accommodations also available such as scribe, keyboard, or AAC plus local print available for use with paper versions.

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator	X		X
Ruler	X		X
Protractor	X		X
Compass	X		X
Highlighter	X		X
Notepad			
Magnifying glass	X		X

Describe other tools: Note: The ruler, protractor, and compass are not required for any items currently available in the assessment. The tools are available in the platform, and would also be available for students using the paper versions, but only if the items require their usage.

60. Into which languages are questions (items) translated or glossed?

Spanish

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

No

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

N/A (this applies to 64 - 69 below)

64. Check the types of formative assessment resources in your repository. Check all that apply.

65. Enter the number of materials in your online formative assessment repository of each type:

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

N/A

67. Is there a quality control (peer review process or other) process in place for products in the repository?

N/A

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

N/A

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

Grade 3 HS SA - Included in administration fee

Grade 3 HS ER - Included in administration fee

Grade 3 AIS SA - Included in administration fee

Grade 3 AIS ER - Included in administration fee

Grade 4 HS SA - Included in administration fee

Grade 4 HS ER - Included in administration fee

Grade 4 AIS SA - Included in administration fee

Grade 4 AIS ER - Included in administration fee

Grade 5 HS SA - Included in administration fee

Grade 5 HS ER - Included in administration fee

Grade 5 AIS SA - Included in administration fee

Grade 5 AIS ER - Included in administration fee

Grade 6 HS SA - Included in administration fee

Grade 6 HS ER - Included in administration fee

Grade 6 AIS SA - Included in administration fee

Grade 6 AIS ER - Included in administration fee

Grade 7 HS SA - Included in administration fee

Grade 7 HS ER - Included in administration fee

Grade 7 AIS SA - Included in administration fee

Grade 7 AIS ER - Included in administration fee

Grade 8 HS SA - Included in administration fee

Grade 8 HS ER - Included in administration fee

Grade 8 AIS SA - Included in administration fee

Grade 8 AIS ER - Included in administration fee

Grade 9 HS SA - Included in administration fee

Grade 9 HS ER - Included in administration fee

Grade 9 AIS SA - Included in administration fee

Grade 9 AIS ER - Included in administration fee

Grade 10 HS SA - Included in administration fee

Grade 10 HS ER - Included in administration fee

Grade 10 AIS SA - Included in administration fee

Grade 10 AIS ER - Included in administration fee

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS
For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

Grade 3 HS SA - Included in administration fee

Grade 3 HS ER - Included in administration fee

Grade 4 HS SA - Included in administration fee

Grade 4 HS ER - Included in administration fee

Grade 5 HS SA - Included in administration fee

Grade 5 HS ER - Included in administration fee

Grade 6 HS SA - Included in administration fee

Grade 6 HS ER - Included in administration fee

Grade 7 HS SA - Included in administration fee

Grade 7 HS ER - Included in administration fee

Grade 8 HS SA - Included in administration fee

Grade 8 HS ER - Included in administration fee

Grade 9 HS SA - Included in administration fee

Grade 9 HS ER - Included in administration fee

Grade 10 HS SA - Included in administration fee

Grade 10 HS ER - Included in administration fee

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

Grade 3 HS SA - Included in administration fee

Grade 3 HS ER - Included in administration fee

Grade 3 AIS SA - Included in administration fee

Grade 3 AIS ER - Included in administration fee

Grade 4 HS SA - Included in administration fee

Grade 4 HS ER - Included in administration fee

Grade 4 AIS SA - Included in administration fee

Grade 4 AIS ER - Included in administration fee

Grade 5 HS SA - Included in administration fee

Grade 5 HS ER - Included in administration fee

Grade 5 AIS SA - Included in administration fee

Grade 5 AIS ER - Included in administration fee

Grade 6 HS SA - Included in administration fee

Grade 6 HS ER - Included in administration fee

Grade 6 AIS SA - Included in administration fee

Grade 6 AIS ER - Included in administration fee

Grade 7 HS SA - Included in administration fee

Grade 7 HS ER - Included in administration fee

Grade 7 AIS SA - Included in administration fee

Grade 7 AIS ER - Included in administration fee

Grade 8 HS SA - Included in administration fee

Grade 8 HS ER - Included in administration fee

Grade 8 AIS SA - Included in administration fee

Grade 8 AIS ER - Included in administration fee

Grade 9 HS SA - Included in administration fee

Grade 9 HS ER - Included in administration fee

Grade 9 AIS SA - Included in administration fee

Grade 9 AIS ER - Included in administration fee

Grade 10 HS SA - Included in administration fee

Grade 10 HS ER - Included in administration fee

Grade 10 AIS SA - Included in administration fee

Grade 10 AIS ER - Included in administration fee

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

Grade 3 HS SA - Included in administration fee

Grade 3 HS ER - Included in administration fee

Grade 4 HS SA - Included in administration fee

Grade 4 HS ER - Included in administration fee

Grade 5 HS SA - Included in administration fee

Grade 5 HS ER - Included in administration fee

Grade 6 HS SA - Included in administration fee

Grade 6 HS ER - Included in administration fee

Grade 7 HS SA - Included in administration fee

Grade 7 HS ER - Included in administration fee

Grade 8 HS SA - Included in administration fee

Grade 8 HS ER - Included in administration fee

Grade 9 HS SA - Included in administration fee

Grade 9 HS ER - Included in administration fee

Grade 10 HS SA - Included in administration fee

Grade 10 HS ER - Included in administration fee

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored

extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

Grade 3 HS SA - Included in administration fee

Grade 3 HS ER - Included in administration fee

Grade 3 AIS SA - Included in administration fee

Grade 3 AIS ER - Included in administration fee

Grade 4 HS SA - Included in administration fee

Grade 4 HS ER - Included in administration fee

Grade 4 AIS SA - Included in administration fee

Grade 4 AIS ER - Included in administration fee

Grade 5 HS SA - Included in administration fee

Grade 5 HS ER - Included in administration fee

Grade 5 AIS SA - Included in administration fee

Grade 5 AIS ER - Included in administration fee

Grade 6 HS SA - Included in administration fee

Grade 6 HS ER - Included in administration fee

Grade 6 AIS SA - Included in administration fee

Grade 6 AIS ER - Included in administration fee

Grade 7 HS SA - Included in administration fee

Grade 7 HS ER - Included in administration fee

Grade 7 AIS SA - Included in administration fee

Grade 7 AIS ER - Included in administration fee

Grade 8 HS SA - Included in administration fee

Grade 8 HS ER - Included in administration fee

Grade 8 AIS SA - Included in administration fee

Grade 8 AIS ER - Included in administration fee

Grade 9 HS SA - Included in administration fee

Grade 9 HS ER - Included in administration fee

Grade 9 AIS SA - Included in administration fee

Grade 9 AIS ER - Included in administration fee

Grade 10 HS SA - Included in administration fee

Grade 10 HS ER - Included in administration fee

Grade 10 AIS SA - Included in administration fee

Grade 10 AIS ER - Included in administration fee

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

Grade 3 HS SA - Included in administration fee

Grade 3 HS ER - Included in administration fee

Grade 3 AIS SA - Included in administration fee

Grade 3 AIS ER - Included in administration fee

Grade 4 HS SA - Included in administration fee

Grade 4 HS ER - Included in administration fee

Grade 4 AIS SA - Included in administration fee

Grade 4 AIS ER - Included in administration fee

Grade 5 HS SA - Included in administration fee

Grade 5 HS ER - Included in administration fee	
Grade 5 AIS SA - Included in administration fee	
Grade 5 AIS ER - Included in administration fee	
Grade 6 HS SA - Included in administration fee	
Grade 6 HS ER - Included in administration fee	
Grade 6 AIS SA - Included in administration fee	
Grade 6 AIS ER - Included in administration fee	
Grade 7 HS SA - Included in administration fee	
Grade 7 HS ER - Included in administration fee	
Grade 7 AIS SA - Included in administration fee	
Grade 7 AIS ER - Included in administration fee	
Grade 8 HS SA - Included in administration fee	
Grade 8 HS ER - Included in administration fee	
Grade 8 AIS SA - Included in administration fee	
Grade 8 AIS ER - Included in administration fee	
Grade 9 HS SA - Included in administration fee	
Grade 9 HS ER - Included in administration fee	
Grade 9 AIS SA - Included in administration fee	
Grade 9 AIS ER - Included in administration fee	
Grade 10 HS SA - Included in administration fee	
Grade 10 HS ER - Included in administration fee	
Grade 10 AIS SA - Included in administration fee	
Grade 10 AIS ER - Included in administration fee	

COMMON CORE
Assessment Options Report

**Amplify
Education,
Inc.
Survey
Response**

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Jim Mylen	
Company: - Amplify Education, Inc.	
Address: - 55 Washington Street	
Address 2: - Suite 900	
City/Town: - Brooklyn	
State: - NY	
ZIP: - 10037	
Country: - United States	
Email Address: - jmylen@amplify.com (pls copy bids@amplify.com on all emails)	
Phone Number: - (860) 669-2962	

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

Intel Assess English Language Art and Math Content Banks mCLASS Beacon Common Core Quick Checks Common Core Performance Tasks Observational Assessments for Grade K-1

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

Writing

Listening

Speaking

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

As the CCSS represents a significant change in expectations for teaching and learning in English Language Arts (ELA) and Math, we believe that realigned items are far less valuable than those developed explicitly to assess mastery of the Common Core. To use realigned items is to necessarily exclude what is new and innovative about the CCSS from assessment. Especially during this time of transition, educators require tools that will help them understand where they stand in terms of the new expectations more than they will need to measure what remains the same or similar. We have reviewed several standards mapping exercises and have consistently found the following common challenges with re-aligning content: • Incomplete Mapping: While one standard might seem to map closely to another, there are generally gaps in the realigned items that lead to incomplete assessment of the target standard. • Level of Rigor: While one standard might seem to align directly, further review reveals that the CCSS expects students to understand at a deeper level. • Missing Standards Coverage: There will be elements of the Common Core that are not likely addressed in other state standards, which will leave some standards uncovered or poorly covered. • Text Complexity: A critical element of CCSS is that students are expected to master more complex texts than in the past. While items aligned to standards might map closely, unless students are required to master these standards with more complex texts, they cannot be said to have mastered the standards. • Math Focus on Understanding: While many will make statements such as, "we are still teaching algebra," there are significant differences in how we define students as mathematicians. The Common Core increases the emphasis on understanding of math which requires assessments to evaluate whether students can apply

their learning to unfamiliar circumstances more than to simply performing calculations. To overcome these challenges, all of our Common Core assessment items are written to the Common Core standards, rather than being re-aligned from state standards. We have made significant investment to develop such content for over a year and will continue to do so. The team has analyzed the Common Core, the subsequent guidance and clarification provided by the authors of the standards, and the decisions reached by the two assessment consortia. This ongoing analysis ensures that development is consistent with current information and allows for new changes in direction or emphasis when necessary.

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Amplify's Common Core Content Bank currently contains 7513 math items, including items at the cluster level, and 8158 ELA items, including items aligned to the reading, writing, language, and foundational skills strands, and 1,480 ELA passages. The following tables show the breakdown in finer detail: (In the below chart, MC stands for Multiple Choice, SCR stands for Short Constructed Response, and ER stands for Extended Response) Math Item Distributions: Grade 3: MC:486 SCR:168 ER: 57 Innovative: 3 DOK 1: 133 DOK 2: 481 DOK 3: 99 Grade 4: MC: 568 SCR:168 ER:44 Innovative: 8 DOK 1: 207 DOK 2: 507 DOK 3: 71 Grade 5: MC: 519 SCR:171 ER:59 Innovative: 2 DOK 1: 186 DOK 2 : 486 DOK 3:80 Grade 6: MC: 606 SCR: 137 ER: 35 Innovative:2 DOK 1: 213 DOK 2: 515 DOK 3: 50 Grade 7: MC: 653 SCR: 88 ER: 45 Innovative: 1 DOK 1: 160 DOK 2:552 DOK 3:75 Grade 8: MC: 522 SCR: 87 ER: 47 Innovative: 1 DOK 1: 162 DOK 2:434 DOK 3: 61 Grade HS N&Q: MC:136 SCR:16 Innovative: 4 DOK 1: 55 DOK 2: 89 DOK 3:12 Grade HS Alg: MC:606 SCR: 96 ER: 24 Innovative: 1 DOK 1: 205 DOK 2: 456 DOK 3:67 Grade HS Fun: MC: 527 SCR: 72 ER: 18 Innovative:1 DOK 1: 95 DOK 2: 485 DOK 3: 38 Grade HS Geo: MC: 521 SCR: 50 ER:19 Innovative: 0 DOK 1: 59 DOK 2: 400 DOK 3: 133 Grade HS Stats: MC:175 SCR: 33 ER: 1 Innovative: 0 DOK 1: 10 DOK 2: 164 DOK 3: 35 ELA Item Distributions: Grade 3: MC: 692 SCR: 20 ER: 49 Innovative: 9 DOK 1: 190 DOK 2: 516 DOK 3: 68 Grade 4: MC:748 SCR:16 ER: 40 Innovative: 5 DOK 1: 114 DOK 2: 567 DOK 3: 136 Grade 5: MC: 746 SCR: 12 ER: 49 Innovative: 3 DOK 1: 100 DOK 2: 545 DOK 3: 164 Grade 6: MC: 840 SCR: 21 ER: 45 Innovative: 4 DOK 1: 94 DOK 2: 659 DOK 3:160 Grade 7: MC: 738 SCR: 14 ER: 43 Innovative: 3 DOK 1: 96 DOK 2: 528 DOK 3:178 Grade 8: MC: 779 SCR: 19 ER: 50 Innovative: 3 DOK 1: 66 DOK 2: 597 DOK 3:187 Grade 9-10: MC:1347 SCR:26 ER:90 Innovative:6 DOK 1: 204 DOK 2:918 DOK 3: 359 Grade 11-12: MC: 780 SCR:15 ER: 57 Innovative: 4 DOK 1: 129 DOK 2: 527 DOK 3: 200 Reading in History and Social Studies: MC: 30 SCR: 1 ER: 4 Innovative:0 DOK 1: 0 DOK 2: 24 DOK 3:11 Reading in Science and Technical Subjects: MC:104 SCR:10 ER: 23 Innovative: 0 DOK 1: 20 DOK 2: 92 DOK 3: 25 Amplify initially defined adequate breadth of coverage as having sufficient content to support between 4 and 6 interim assessments per subject, per grade (2-HS). To understand how Amplify continues to expand that definition, it is important to understand that Amplify continuously adds to its CCSS Content Bank. Incremental content updates are based on direct requests from partner districts as well as planned development based on analysis of standards most frequently used, audits of current coverage, clusters or standards prioritized by the consortia (PARCC and SBAC), and blueprints submitted by districts. It is important to note that Amplify content development experts have analyzed the ELA and math standards to determine which standards can be assessed using the item types available in the Content Bank. Hard-to-assess standards, such as the Speaking and Listening standards in ELA and Math Practice Standards, are addressed in more appropriate formats, such as the CCSS Performance Tasks, instead of in the Content Bank. Amplify's ELA content development team planned the passage development to match the distribution of literary and informational text as found in the CCSS documentation, as well as the text complexity requirements beginning on page 3 of Appendix A. http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration http://www.corestandards.org/assets /Appendix_A.pdf

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Amplify has an appropriate distribution of DOK levels for each standard and has tools to help partner districts ensure an appropriate balance of DOK on each customized interim assessment and across the entire assessment program. Appropriate DOK distribution for each standard Amplify designed the content bank so that 50% of items are at or above the target DOK for each standard. Amplify content experts identified an appropriate DOK range and DOK target for each standard based on the language of the standard. The following are examples of how specific standards may not support all the DOK levels. For example a math standard such as 3.OA.A.4 (described below) would support only DOK levels 1 and 2 because of the narrow limitations of the standard. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 6 x 6 = ?. A standard such as 3.OA.D.8 will support only DOK levels 2 and 3. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Below are additional examples relating to ELA: Standard: LA.4.L.2.a - Use correct capitalization. DOK Rational: This grade 4 ELA standard can support items and DOK 1 and 2 only. Items that ask students to apply the rules of capitalization are appropriate for DOK2 and are also at the upper levels of cognitive demand for this standard Standard: LA.4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. DOK Rationale: This grade 4 ELA standard can support items at DOK 1, 2, and 3. For an item to be DOK1, the main idea would need to be explicitly stated in and prominently placed in a text. A DOK3 item would ask students to identify an abstract main idea or compound main idea and describe how it is supported or not supported in the text. Standard: LA.4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. DOK Rationale: This 4 ELA standard can support only DOK 2 and 3 items only. An item written to this standard requires students to integrate understanding across more than one text, which will always asks for more than simple recall. Appropriate DOK identification for each item The DOK of each item is initially determined by the item author, confirmed by the content lead, and validated by the

publisher in the process described in question 7. When district partners add items to their assessments, they are also given the opportunity to review and comment on the DOK level if needed. Thus each item is reviewed internally by at least four content experts and externally by partner districts. Supporting Appropriate DOK distribution across an assessment program The Amplify Common Core Blueprint Tool helps districts create an assessment program with an appropriate balance of DOK across the program, within each assessment, and within each standard. Using the Blueprint Tool, districts can set DOK distribution goals for each assessment and add notes regarding the desired DOK levels for each standard. During item selection, the Amplify Common Core Assessment Creation Tool tracks items at each DOK level on the assessment and shows how the overall distribution compares to the district targets. The Assessment Creation Tool also displays the notes about the DOK levels targeted for each standard to inform item selection.

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

How Amplify Supports Districts in Building Balanced Assessment Programs The Amplify Common Core Blueprint Tool is designed to help districts design an assessment program with an appropriate balance of content. We recommend using the Student Achievement Partners' Publishers' Criteria in conjunction with district instructional goals to determine the appropriate balance. The Blueprint Tool allows districts to track the balance of content by standard or cluster, DOK level, item type, and text complexity. The tool tracks the content balance for an individual assessment and across an assessment program that includes multiple assessments. How the Amplify Determines Overall Balance of its CCSS Content Bank I Amplify conducts regular audits of its Content Bank to determine coverage by subject, by grade, by standards, by item type, and by DOK level. This information informs that ongoing additions to the content bank support the goal of sustaining and improving balance of coverate. In addition, to regular audits of content bank coverage, Amplify is guided by three external sources: 1. Student Achievement Partners' Publishers' Criteria for the Common Core State Standards in English Language Arts and Mathematics: http://www.corestandards.org/assets /Publishers_Criteria_for_3-12.pdf http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Spring%202013_FINAL.pdf http://www.corestandards.org/assets /Math_Publishers_Criteria_HS_Spring%202013_FINAL.pdf 2. Student Achievement Partners' Assessment Item Quality Criteria Checklist for English Language Arts and Mathematics: http://www.achievethecore.org/content/upload /Assessment_Item_Quality_Criteria_Checklist_Mathematics_Grades_3_to_HS.pdf http://www.achievethecore.org /content/upload/Assessment_Passage_Quality_Criteria_Checklist_ELA_Lit_Grades_3_to_12.pdf 3. Direct feedback from partner school districts regarding the balance they require for their assessment programs.

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

All items go through the following multi-layered design and development process: Item Specification: The Content Lead reviews an audit of the content bank, as well as district requests, to write a detailed specification of the required item. Item Assignment: The Project Manager assigns the new item to a professional writer who has appropriate content-area and grade-level expertise, as well as experience writing assessment content. Item Writing Draft 1: The writer uses the item specification to create draft 1 of the item. Item Content Review: The Content Lead reviews the item to be sure that it complies with the specification, as well as for alignment to standard, rigor, DOK, clueing, bias, and consistency. Items that do not meet the Content Lead's expectations are returned to the writer. Item Revision Draft 2: The writer revised the item based on the Content Lead's comments. Item Content Review: The Content Lead reviews the item to be sure that feedback is adequately incorporated. If the item is acceptable, it is sent to Graphic Development if necessary. If no graphics are needed, it goes directly to Item Editing. Item Editing: Each item goes through at least two passes of editing. In the first pass, the editor addresses substantive issues such as consistency with general style guidelines, clueing, bias, etc. The second pass focuses on copy editing. Item Publication: The Item Publisher reviews the item a final time before it is Published in the system. A Published item is available for partner districts to add to their assessments. In the event that an alignment is questionable, the application has a built in feedback mechanism so that districts can communicate their concerns directly with Amplify's Content Leads. If these concerns are borne out, Amplify will make the necessary adjustments to the alignment.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

Amplify has developed bias and sensitivity guidelines that its developers follow. Compliance with these guidelines is addressed during the process described in our response to question 8.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

CBA	CAT	Performance Assessment	P&P

	X	X	X
Grade 3	X	X	X
Grade 4	X	X	X
Grade 5	X	X	X
Grade 6	X	X	X
Grade 7	X	X	X
Grade 8	X	X	X
Grade 9	X	X	X
Grade 10	X	X	X
Grade 11	X	X	X
Grade 12	X	X	X
Comments:			

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X		X	X
Grade 4	X		X	X
Grade 5	X		X	X
Grade 6	X		X	X
Grade 7	X		X	X
Grade 8	X		X	X
Grade 9	X		X	X
Grade 10	X		X	X
Grade 11	X		X	X
Grade 12	X		X	X
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Single fixed form
Multiple forms, equivalent assessments

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X

	3	4	5	6	7	8	9	10	11	12
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment	X	X	X	X	X	X	X	X	X	X
Matching	X	X	X	X	X	X	X	X	X	X
True/False	X	X	X	X	X	X	X	X	X	X
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions	X	X	X	X	X	X	X	X	X	X
Matrix questions	X	X	X	X	X	X	X	X	X	X
Other methods										

Comments:

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment	X	X	X	X	X	X	X	X	X	X
Matching	X	X	X	X	X	X	X	X	X	X
True/False	X	X	X	X	X	X	X	X	X	X
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions	X	X	X	X	X	X	X	X	X	X
Matrix questions	X	X	X	X	X	X	X	X	X	X
Other methods										

Comments:

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

No Response

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

No Response

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No Response

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No Response

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked

in your response to Questions 13 and 14.

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

Every interim assessment is a custom assessment built to the partner district's specifications. Districts use the Amplify Common Core Blueprint Tool to specify the standards coverage, DOK distribution targets, and text type and complexity targets of each assessment in their program. During the assessment creation process, partner districts may utilize our three-tier review process to ensure the items included on the assessments are meeting their needs, and the balance of content is meeting their criteria. Amplify will support districts to follow a best-practice assessment review process. For districts that prefer, Amplify offers Assessment Creation Services that facilitate the specification, development, review, and approvals processes with the district.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

Three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - 255000

Grade 4 for CAT/CBA - 255000

Grade 5 for CAT/CBA - 255000

Grade 6 for CAT/CBA - 255000

Grade 7 for CAT/CBA - 255000

Grade 8 for CAT/CBA - 255000

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 168

Grade 3 HS ER - 57

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 168

Grade 4 HS ER - 44

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 171

Grade 5 HS ER - 59

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 137

Grade 6 HS ER - 35

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 88

Grade 7 HS ER - 45

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 87

Grade 8 HS ER - 47

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 20

Grade 3 HS ER - 49

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 16

Grade 4 HS ER - 40

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 12

Grade 5 HS ER - 49

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 21

Grade 6 HS ER - 45

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 14

Grade 7 HS ER - 43

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 19

Grade 8 HS ER - 50

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

No Response

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

No Response

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No Response

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No Response

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

No Response

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

Every interim assessment is a custom assessment built to the partner district's specifications. Districts use the Amplify Common Core Blueprint Tool to specify the standards coverage, DOK distribution targets, and text type and complexity targets of each assessment in their program. During the assessment creation process, partner districts may utilize our three-tier review process to ensure the items included on the assessments are meeting their needs, and the balance of content is meeting their criteria. Amplify will support districts to follow a best-practice assessment review process. For districts that prefer, Amplify offers Assessment Creation Services that facilitate the specification, development, review, and approvals processes with the district.

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

Course/credit-based (e.g., a discipline such as algebra I)

41. How many times can the Grades 9-12 Interim Assessment be given?

Three times a year

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 9 for CAT/CBA - 255000

Grade 10 for CAT/CBA - 255000

Grade 11 for CAT/CBA - 255000

Grade 12 for CAT/CBA - 255000

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 66

Grade 9 HS ER - 16

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 67

Grade 10 HS ER - 16

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 67

Grade 11 HS ER - 17

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 67

Grade 12 HS ER - 17

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 13

Grade 9 HS ER - 45

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 13

Grade 10 HS ER - 45

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 10

Grade 11 HS ER - 38

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 5

Grade 12 HS ER - 19

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP	X	X	X	
Windows 7	X	X	X	
Windows 8				
OS X	X	X	X	
iOS				X
Chrome OS	X	X	X	
Android				
Other (please specify) or comments:				

46. Indicate the delivery method your CAT/CBA deploys.

Entirely web-based, WITHOUT a local caching server

47. Indicate the expected bandwidth required per student for CAT.

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X
Revise test questions		X
Review test questions for developmental appropriateness		X
Review test questions for appropriateness to the common core		X
Review test questions for avoidance of bias		X
Review test questions for avoidance of sensitive issues		X
Review test questions for appropriate accessibility for students with disabilities		X
Review test questions for appropriate accessibility for English language learners		X
Mark test questions for potential removal based on review		X
Participate in developing rubrics for hand-scored test questions		X
Participate in scoring hand-scored test questions		X
Comments: Please refer to our response to question 8.		

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)		X
Item Response Theory parameters and standard errors		X
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)		X
Student scaled scores with standard errors (including complete scoring histories)		X
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)		X
Comments:		

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Test blueprints

Removal of problematic items from the pool of test questions

Elements included on and excluded from reports

Assessment administration (e.g., test administration software)

Operating systems supported

Technology platforms supported (e.g., tablets, desktops, laptops, etc.)

Assessment scheduling

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

No

Our content is provided to support a low stakes formative process where assessment security and inappropriate administration are not considered to be issues; therefore, we will not provide these services as part of our solution. Similarly, because assessments will be built on an ad hoc basis assessment integrity vary from assessment to assessment and will therefore not be monitored.

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

Yes

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall

ELA Subscores (e.g., Reading, Writing, etc.)

ELA Item-level scores

Mathematics Overall

Mathematics Subscores (e.g., Algebra, Problem-solving)

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - Immediately

Test results based on artificial intelligence-scored test questions - Not Applicable

Test results based on hand-scored test questions - Hand scoring will be completed by MI DOE administrators on their timeframe.

Composite results based on all components - Composite results will be based on time needed to hand score responses

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Full translation of test questions into a language other than English (Spanish, Arabic, etc.)

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator			
Ruler			
Protractor			

Compass	
Highlighter	**X**
Notepad	
Magnifying glass	**X**

Describe other tools: For P&P, it is up to the test administrator to provide tools for their students.

60. Into which languages are questions (items) translated or glossed?

Spanish

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

Yes

we include links to resources in mCLASS Beacon.

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

Formative assessments provide results (data, artifacts) that give educators insight into how shape the learning process.

64. Check the types of formative assessment resources in your repository. Check all that apply.

Formative assessment tools (e.g. checklists, worksheets, electronic tools)

Model curriculum units

Professional development modules for administrators

Professional development modules for teachers

Training materials for a network of state leaders in the use of the repository

65. Enter the number of materials in your online formative assessment repository of each type:

Formative assessment tools (e.g. checklists, worksheets, electronic tools) - 3

Model curriculum units - 1600

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

No

67. Is there a quality control (peer review process or other) process in place for products in the repository?

Yes

Please see our response to Question 8.

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

Please see our response to Question 8.

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

Hosting costs - 0

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

No Response

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

No Response

COMMON CORE
Assessment Options Report

College Board

Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Patricia Renner	
Company: - The College Board	
Address: - 8700 West Bryn Mawr Ave.	
Address 2: - Suite 900N	
City/Town: - Chicago	
State: - IL	
ZIP: - 60631	
Country: - USA	
Email Address: - prenner@collegeboard.org	
Phone Number: - 847-653-4531	

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

The College Board proposes our College and Career Readiness Pathway assessments: ReadiStep® PSAT/NMSQT® SAT® The College Board's College and Career Readiness Pathway: • Produces a college readiness benchmark score • Predicts success in Advanced Placement course work and exam • Measures skills that are essential to support student growth • Qualifies students for National Merit Scholarships • Offers a trusted college entrance credential • Provides valuable diagnostic reports for states and school corporations The College Board is undertaking a redesign of the proposed assessments. Our responses to this survey represent both current and future assessments. The College Board has some limitations on acceptable changes or modifications to test administration, including accommodations. Listed below are exceptions associated with Question 51 of the survey. • Problematic items may be reported to the College Board as part of the standard testing procedures for PSAT/NMSQT and SAT. • MI-specific reports may cause delays in reporting and incur additional charges. • Michigan Department of Education (MDE) may direct or influence a limited set of state specific general assessment procedures such as registration or test administration options that will not impact the integrity of the assessments. • MDE may direct state-specific accommodations and related procedures as long as reliability, validity and security are not compromised. Pricing is subject to change in response to future RFP specifications. The included prices for College Board tests, services and deliverables are based on the proposed prices for the 2013-14 school year. Any references to prices for subsequent years are solely for projection purposes and may be subject to change based on the College Board's then-current costs, policies and procedures. PSAT/NMSQT is a registered trademark jointly owned by the College Board and the National Merit Scholarship Corporation, and should be so noted in all communications. The College Board is the exclusive owner of all rights in and to the examinations (including the questions), instructional material, online tools, publications, workshops and workshop materials including all copyrights, trademarks, and other similar proprietary rights. © 2013 The College Board. College Board, ACCUPLACER, Advanced Placement, Advanced Placement Program, AP, CLEP, CollegeEd, Pre-AP, SpringBoard, SAT and WritePlacer are registered trademarks of the College Board. ACCUGRAM, AccuScore, ACES, AP Potential, College Board Standards for College Success, COMPANION, English Textual Power, inspiring minds, Mathematics with Meaning, My College QuickStart, My SAT® Study Plan, PASS, ReadiStep™, Score Choice, Skills Insight, The Official SAT® Online Course, The Official SAT® Question of the Day, The Official SAT® Study Guide, and The Official SAT® Teacher's Guide are trademarks owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. Microsoft is a registered trademark of Microsoft Corporation. All other products and services may be trademarks of their respective owners. Visit the College Board on the web: www.collegeboard.org.

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics
Reading

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

Alignment studies confirm that the Pathway assessments are equally or more aligned to the Common Core State Standards than are any other assessments designed to culminate in college admission and/or placement (http://research.collegeboard.org/sites/default/files/publications/2012/8/researchreport-2010-5-common-core-state-standards-alignment-readistep-psat-sat.pdf). Looking ahead the College Board is undertaking a redesign of the SAT, the PSAT/NMSQT, and ReadiStep to better meet the needs of students, schools, and colleges at all levels. Through these new assessments, the College Board will better connect K-12 and higher education institutions with an innovative, evidence-based approach that sharply focuses on a core set of knowledge and skills essential for college and career readiness. Significant research into the requirements and expectations for college and career readiness supports key design elements of the redesigned SAT, PSAT/NMSQT, and ReadiStep. Much of this research is the very same research that underlies the College and Career Readiness standards (CCR) being used across states. The assessments will take advantage of the most powerful ideas in CCR standards, thereby more effectively guiding all students in their preparation for the rigors of college and career. The following signify key shifts in the redesign assessments: • The assessments will model good instruction. The questions will be well written and offer real insights and discoveries as problems are solved. Passages will be worth reading more than once. • The assessments will measure what really matters as defined by the best available evidence of what is essential for readiness in postsecondary education and career training programs. There will be visible alignment to the core shifts in instruction that are at the heart of CCR standards. • The tests will assess that which is worthy of practice and will be made absolutely transparent. The College Board will take responsibility for the practice that the tests inspire. • The assessments will measure college and career readiness skills through realistic academic and career-related contexts relevant to a range of college majors and careers. • The assessments will focus on students' command of evidence—in reading, writing and language, and mathematics—as demonstrated in a broad array of contexts, including literature and literary nonfiction; global/international issues; history/social studies; science; and career-related pathways. • The assessments will allow students to demonstrate what they have learned and the complex cognitive skills that they can apply to what they have learned in K-12 education across a broad continuum of achievement. • Literacy in the real world requires a deep reading and understanding of a wide variety of sources that include both text and data; mathematics in the real world requires sustained chains of reasoning and application. The redesigned assessments will showcase problems in which literacy and numeracy unlock insights within rich real-world contexts.

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

The primary purposes of the current and redesigned SAT are: (a) to inform college admissions decisions; (b) to assist in placement into entry level postsecondary courses; and (c) to determine if students are on target for college-and career-readiness. The primary purposes of the current and redesigned PSAT/NMSQT are (a) to indicate college and career readiness, (b) to provide practice for the SAT, (c) to provide AP potential, and (d) to provide National Merit eligibility. The redesigned SAT and PSAT/NMSQT will remain top in the field in terms of technical quality (i.e., validity and reliability), maintaining or improving the admission/placement/scholarship efficacy in postsecondary education. The content, skills, and item formats included in the redesigned assessments deeply and comprehensively reflect the spirit and intent of CCR standards and do so efficiently. The item and test development process will continue to follow and improve on best practice in educational measurement, producing assessments that are valid and reliable for measuring college and career readiness and that are fair and meaningful to all students. As referenced in question #4, the assessments will measure what really matters as defined by the best available evidence of what is essential for readiness in postsecondary education and career training programs. There will be visible alignment to the core shifts in instruction that are at the heart of CCR standards. Focusing the assessment on the essential knowledge and skills that matter most for a wide-ranging college and career readiness will clearly and transparently define the breadth of the content measured within the redesigned assessments.

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

As referenced in question #4, the assessments will measure what really matters as defined by the best available evidence of what is essential for readiness in postsecondary education and career training programs. There will be visible alignment to the core shifts in instruction that are at the heart of CCR standards. Focusing the assessment on the appropriate balance of skills and rigor that matter most for a wide-ranging college and career readiness will clearly and transparently define the depth of knowledge measured within the redesigned assessments.

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that

determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

The redesigned assessments are being designed and developed with CCR standards clearly in the forefront. Significant research into the requirements and expectations for college and career readiness support key design elements of the redesigned assessments. Much of this research is the very same research that underlies CCR standards. The assessments will measure what matters most as defined by the best available evidence of what is essential for readiness in postsecondary education and career training programs. There will be visible alignment to the core shifts in instruction that are at the heart of CCR standards. Focusing the assessment on the appropriate balance of skills and rigor that matter most for a wide-ranging college and career readiness will clearly and transparently define the depth of knowledge measured within the redesigned assessments.

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

Item writers adhere to detailed item specifications when crafting all items. This includes the alignment of each item to the specifications and standards. The item writers include practicing classroom teachers at the secondary and postsecondary levels. Assessment/content experts, who are generally former classroom teachers themselves, then review all items prior to each item being sent to both an external committee of educators who are content experts in their field and an external fairness/sensitivity committee, also educators who are experts in their field and who work with a diverse population of students. These external committees review each and every item prior to convening together with College Board assessment specialists to discuss the items as a full group. All reviews include an evaluation of the alignment of the item to the standards they are written to assess. These external reviews happen prior to the items being pretested on a representative sample of students from the population of interest and again once the items have been selected to appear on an operational test form. The latter review looks not only at how well each item aligns to its specifications but also how the group of items work together to cover the balance of content coverage across the form.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

Response combined with information in Question 8.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				X
Grade 10				X
Grade 11				X
Grade 12				X
Comments:				

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3				

Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	X
Grade 10	X
Grade 11	X
Grade 12	X
Comments:	

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Multiple forms, equivalent assessments
Embedded field tests

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice							X	X	X	X
Short Answer										
Essay/Constructed Response									X	X
Performance Assessment										
Matching										
True/False										
Drag and Drop										
Locate areas/regions										
Matrix questions										
Other methods										
Comments:										

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice							X	X	X	X
Short Answer										
Essay/Constructed Response									X	X
Performance Assessment										
Matching										
True/False										
Drag and Drop										
Locate areas/regions										
Matrix questions										
Other methods										
Comments:										

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

27. How many times can the Grades 3-8 Interim Assessment be given?

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification			X

Comments:

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

Alignment activities will be completed once the redesigned SAT and PSAT/NMSQT assessments are developed fully. Dates will be determined in the near future.

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 9 for P&P - 7

Grade 10 for P&P - 12

Grade 11 for P&P - 46

Grade 12 for P&P - 46

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 11 HS ER - 1

Grade 12 HS ER - 1

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

No Response

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

No Response

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

No Response

41. How many times can the Grades 9-12 Interim Assessment be given?

No Response

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

No Response

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

No Response

46. Indicate the delivery method your CAT/CBA deploys.

No Response

47. Indicate the expected bandwidth required per student for CAT.

No Response

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X

Revise test questions	X
Review test questions for developmental appropriateness	X
Review test questions for appropriateness to the common core	X
Review test questions for avoidance of bias	X
Review test questions for avoidance of sensitive issues	X
Review test questions for appropriate accessibility for students with disabilities	X
Review test questions for appropriate accessibility for English language learners	X
Mark test questions for potential removal based on review	X
Participate in developing rubrics for hand-scored test questions	X
Participate in scoring hand-scored test questions	X

Comments: The College Board can involve Michigan (MI) educators as item writers, reviewers, and scorers for both the ELA and Math assessments. As item writers, MI educators can be involved in each part of the process:

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

No Response

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	X	
Item Response Theory parameters and standard errors		X
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)		X
Student scaled scores with standard errors (including complete scoring histories)	X	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)	X	

Comments: PSAT and SAT are reported using the College Board's national score scales for each assessment.

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Removal of problematic items from the pool of test questions

Test question development and review protocols

Scoring protocols

Data file formats

Reporting formats

Elements included on and excluded from reports

General assessment procedures

Assessment procedures for accommodated administrations

Assessment scheduling

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

The College Board will work with the MDE in the event of issues with test Integrity.

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

No

The College Board retains all right, title and interest in and to the data, and all copies thereof (including, without limitation, all copyrights, trade secrets, trademarks, patents and other similar proprietary rights). The College Board would grant Michigan a nonexclusive, nontransferable, non-assignable right to use the student scores and related information for state accountability and longitudinal reporting purposes.

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall

ELA Subscores (e.g., Reading, Writing, etc.)

ELA Item-level scores

Mathematics Overall

Mathematics Subscores (e.g., Algebra, Problem-solving)

Mathematics item-level scores

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - 3-8 weeks

Test results based on artificial intelligence-scored test questions - N/A

Test results based on hand-scored test questions - 3-8 weeks

Composite results based on all components - 3-8 weeks

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

The College Board provides a standard Excel format for return of aggregate data files to States, districts, and schools. The format can be modified; however, the nature of the requested modifications may cause delays in reporting and incur additional costs.

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

No Response

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

No Response

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator			
Ruler			
Protractor			
Compass			
Highlighter			
Notepad			
Magnifying glass			

Describe other tools: The College Board does not supply calculators but allows all students to use calculators from an approved list found at http://sat.collegeboard.org/SAT/public/pdf/CBCalculatorPolicies2014.pdf

60. Into which languages are questions (items) translated or glossed?

The College Board will work with MI to allow MI to provide support for translations for agreed upon components for state reported scores only.

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

The College Board's Services for Students with Disabilities (SSD) provides a broad range of accommodations, such as Braille tests, large print, and extended time, to students who provide documentation of a disability. A complete list of the College Board accommodations and procedures required for students to obtain official SAT scores that can be used for college admissions or qualification for National Merit Scholarships can be found at http://professionals.collegeboard.com /testing/ssd. Students testing with mutually agreed upon state specific accommodations will receive reportable accountability scores, but not official SAT or PSAT/NMQST qualifying scores.

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

No Response

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

No Response

64. Check the types of formative assessment resources in your repository. Check all that apply.

No Response

65. Enter the number of materials in your online formative assessment repository of each type:

No Response

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

No Response

67. Is there a quality control (peer review process or other) process in place for products in the repository?

No Response

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

No Response

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

No Response

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN

MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

Grade 11 HS ER - 0

Grade 12 HS ER - 0

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

COMMON CORE
Assessment Options Report

CTB/ McGraw-Hill

Survey Response

Common Core Assessment Service Provider Survey

.

1. Contact Information

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2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

CoreLink - Summative Acuity - Interim

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

Writing

Listening

Speaking

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

CTB uses an alignment rubric that focuses on four major categories: Evidence, Content, Cognitive Task, and Learning Trajectory/Performance Level. a. Evidence: Does the item (or the set of items) elicit evidence that will support the inference about student learning described by the standard? b. Content: Does the item require only knowledge and skills included in the standard? Are there other unintended constructs that are being measured? Can the student arrive at the correct answer without having the knowledge or skill described by the standard? c. Cognitive task: Do the knowledge, skills, and thinking processes that the item intends to elicit from students match the cognitive tasks appropriate to the standard? Does the cognitive task requested of the student provide sufficient opportunity for the student to demonstrate the thinking required by the standard? d. Learning Trajectory/Performance Level: Where is the item located on the learning trajectory (progression) for the concept addressed in the standard? Will the item elicit responses from students at, above and below this point (i.e., basic, proficient, and advanced)? Is the item on grade-level for the proficient student? e. Items are scored in each category using a rubric. i. Well aligned items score a 3 in each category. CTB applies several methodologies to determine grade-appropriate text complexity a. Because no single readability score can be a truly reliable indicator of passage complexity, CTB uses a variety of both quantitative and qualitative measures to determine age-appropriateness of passages. i. Joint effort with customers to define/refine preferences and balance of measures for determining complexity ii. Quantitative measures: Flesch-Kincaid, Dale-Chall, Spache, Fry, Lexiles® iii. Qualitative measure: Hess Gradient iv. Sensitivity to the need for multiple measures and reader and task considerations when determining appropriateness v. Commissioning by respected authors when requested by customer

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Many of the Common Core State Standards are multi-layered, multi-faceted, and multi-dimensional. For one item or task to address all the layers of a complex standard, the item or task would be complex as well. Sometimes the most effective way to assess multiple layers of a complex standard is to create several items that tap into different layers. CTB products have items and tasks that do both. Some align with parts of a complex standard and others align with the entire standard. All new items have been written to align with the Common Core, and for each standard, we have designed multiple complementary items, where necessary, to ensure that all aspects of the standard are examined and tested. Consider the grade 11-12 English Language Arts standard 4 for Reading Informational text: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-Literacy.RI.11-12.4 The standard demands that the student demonstrates distinct but related skills: 1. An ability to determine the figurative meanings of words and phrases as they are used in the text 2. An ability to determine the connotative meanings of words and phrases as they are used in the text 3. An ability to determine the technical meanings of words and phrases as they are used in the text 4. An ability to analyze how the author uses and refines meanings of a key term or terms over the course of a text. Each part of this standard calls for targeting different words and phrases within a text. One item alone cannot do that, but one item can focus on any one of the four parts of that standard. At CTB, our experience has shown that an effective approach is to have different but complementary test items target each of the components of a complex standard. An item that focuses on one part of a standard will provide evidence—and thus, information--of a student's proficiency relative to that part of the standard. Taken together, multiple items can provide evidence of the student's performance against the full standard. There are many Common Core State Standards that can indeed be assessed via single items. Additionally, there are items and tasks that measure more than one standard. For example, many reading items will measure reading standard 1 along with another reading standard. The approach taken by CTB in developing items that address different aspects of the standards is similar to the approach taken by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium. Another strategy for assessing complex standards is to use performance tasks. For example, one CCSS eighth grade standard (8.SP.1) is: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. The standard demands several skills: 1. Constructing a scatter plot of bivariate data 2. Interpreting the patterns in the scatter plot 3. Describing these patterns in terms of positive or negative association, linear association, non-linear association 4. Describing clustering and outliers This standard could be assessed through several separate items associated with one or more scatter plots or through a performance task in which students create a scatter plot for a set of data and then analyze the patterns shown in the data. Performance tasks can give a set of directions so that students work independently or they be scaffolded to walk students through the different aspects of the standard.

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

CTB determines the match between depth of knowledge and test questions and content standards by attending to two aspects of the item; rigor and item difficulty. The Common Core State Standards call for items that fall within a range of depth of knowledge levels. Some standards call for evidence that requires analysis while other standards call for evidence that requires literal comprehension. Rigor, as defined by Norm Webb's taxonomy, has to do with the types of thinking and responding students are expected to do when faced with the item or task. Items and tasks at Level 1 require recall of knowledge and literal comprehension. Items and tasks at level 2 ask students to demonstrate conceptual understanding and simple applications, as well as some thinking or reasoning (e.g., infer, classify, determine cause and effect, predict, interpret). Items and tasks at level 3 of Webb's taxonomy (strategic thinking) require students to use higher order thinking and responding skills to draw conclusions, make interpretations, solve non-routine problems, explain phenomena, etc. Finally, at level 4 of Webb's taxonomy (extended thinking), items may ask students to design, synthesize, critique, evaluate, and prove (support claims with evidence). CTB works internally as well as externally to define the level of rigor desired for the assessments. CTB also defines the allocation of DOK by item in the test blueprint by standard. Should all items/tasks demand level 3 – strategic thinking? Is there a place in a diagnostic test for assessment of literal comprehension or recall of important knowledge? The answer to this question should be based on the inferences to be made from assessment scores. If an inference is specific (e.g., students with this score have mastered the critical knowledge and skills and they can apply critical knowledge and skills in a variety of contexts), then assessment items and tasks could be written at levels 1 and 2. However, if an inference is more global (e.g., students with this score can use their knowledge and skills in new and non-routine contexts, can see the interrelationships among critical concepts and skills, can select appropriate strategies for the task at hand, and can use their knowledge and skills to generate new products and new ideas), then assessment items and tasks must be written at levels 3 and 4. Levels of rigor can be manipulated in many ways. Items and tasks can elicit student knowledge/skill related to part of a standard rather than the entire standard. If standards are decomposed, items are more likely to elicit knowledge and skills at lower levels of Webb's taxonomy. Alternately, items and tasks can vary in rigor by assessing a standard at each of the Webb depth of knowledge levels (e.g., recall an equation, apply the equation, evaluate the results that come from the equation, use the equation to generate a new data set). Rigor is not to be confused with item or task difficulty. Items and tasks can have a high level of rigor (e.g., level 3 – strategic thinking) without being extremely difficult. For example, a literary interpretation or critique of an author's strategies can be done using simple text; students can solve non-routine problems using a simple data set; students can generate hypotheses or draw conclusions from data with a simple set of scientific results. Item formatting provides another way to maintain rigor while controlling item and or task difficulty. Items and tasks can be simplified through scaffolding. A complex task may present all stimuli at the same time and expect students to refer back to the stimuli as needed or break up the stimuli so that each stimulus is closer to the items/tasks for which it is needed. A complex response can be scaffolded by asking students to respond to multiple interdependent

prompts. A complex response can also be scaffolded by giving students graphic organizers in which to supply their responses. The choice of strategies for controlling item and task difficulty must be driven by the standards and needed evidence. For example, if a literacy claim is: "students can analyze and interpret response to complex text," simplifying text is not an option.

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

Evidence-centered design (ECD) informs every decision to be made in assessment design and development. Item formats and assessment blueprints place limits on how to obtain evidence about students' achievement of standards. When standards are complex, customers must strike a balance between the time available for assessment and the number of standards to be assessed. The assessment blueprint is one of the most central design elements for ECD. Blueprints are implicitly statements of values. The value questions are: What do we value? What do we want student to know and be able to do as a result of schooling? Once the learning expectations are clear, it is possible to ask: "What inferences do we want to be able to make about students as a result of performance on this assessment?" Assessment blueprints should follow from the inferences to be made from assessment scores and should represent the stated values. For example: Values of Customer 1: Our greatest value is that students are able to use mathematics in authentic ways in real life contexts outside of school. A secondary value is that students can select the most efficient mathematics tools when using mathematics in their lives. Mathematics knowledge and skills are the tools from which they will select. Inferences for Customer 1: Assessment scores predict students' abilities to solve non-routine problems using mathematics in real life situations. Values of Customer 2: Our greatest value is that students are ready for the demands of college mathematics courses. If students have deep understanding of mathematics concepts and procedures, they are more likely to be successful in college mathematics courses. Inferences for Customer 2: Assessment scores reflect students' knowledge and skills related to grade level mathematics standards. Values of Customer 3: Our greatest value is that students understand mathematics concepts and procedures and can apply them effectively in real world situations. Inferences for Customer 3: Scores reflect both proficiency with grade level mathematics knowledge and skills as well as students' abilities to solve problems using mathematics. These customers have different values; therefore, the inferences they wish to make using assessment scores are different. Different value statements and desired inferences have implications for assessment blueprints and resulting assessment scores. To develop a blueprint for an assessment, customers must decide first, what scores are needed from which to make the desired inferences. Once scores are decided, customers must decide how to structure the assessment: how much time is available, how many and what kinds of items and tasks are included, how scoring rubrics will support the desired scores. For Customer 1, the desired inference is about how well students' solve non-routine problems. Several complex performances may be the appropriate strategy for developing a test blueprint. The assessment is unlikely to provide evidence related to all grade level standards. However, in order to generalize from performance on an assessment and performance beyond the assessment, the collection of performance tasks should represent a range of grade level standards. For Customer 2, the desired inference is about whether or not students are proficient on grade level standards. The test blueprint will likely include a range of multiple-choice and constructed-response items measuring all or most of the grade level standards. In order to make generalizations beyond performance on the specific items, several items for each standard will be desirable. For Customer 3, the desired inference is about whether or not students are proficient on grade level standards and whether they can solve problems with mathematics. For this customer, some combination of multiple-choice, constructed-response, and extended constructed-response items is probably needed. If Customer 3 insists on having complex performances, very detailed scoring rules would be needed to extract information about proficiency related to each targeted grade level standard from a complex performance. Customers must consider costs of administration and scoring, as well as the timeliness of score reporting when creating test blueprints and selecting item/task types. If time is limited, funding is tight, and scores are needed immediately, multiple-choice items provide cost effective and time efficient options. For complex standards, customers can choose to approximate problem solving by generating a scenario and several multiple-choice items related to the scenario.

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

Given the novelty of the common core standards, assessment specialists must be normed in the expectation of quality for items which conform to the required rigor and complexity of the CCSS. The norming process includes initial training and sampling of work throughout the item development process to ensure adherence to the alignment criteria is maintained throughout the entire development cycle. a. Assessment specialists complete comprehensive review training. ii. During review of each item, the staff evaluate the match of the items/tasks to 1. the intended Evidence Statement and Standard(s) 2. the appropriateness of the items/tasks to the population and grade level being assessed 3. the technical quality of the items/tasks 4. the importance of the information being assessed 5. the implications for instruction.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

McGraw-Hill Education supports a diverse workforce. In some cases, such as item bias review committees, the diversity of the committee is assured by participant selection design. In other cases, it is supported by the following policies that support a diverse MHE workforce. In order to increase diversity among McGraw-Hill Education's staff, we ensure that we remain compliant with the OFCCP requirements, completing Affirmative Action Plans (AAP) across the organization. We strive to increase awareness of diversity through our Affirmative Action Goals and Good Faith Efforts. As a way to show that we have an established diversity program, the Company is actively engaged with Employee Resource Groups (ERG). These groups serve as a resource to help the company and its employees grow in the areas of Diversity and Inclusion. In addition, the Company has an EEO Compliance Officer who manages the governance and controls of the

company and its various processes and procedures, etc. We see these two components as vital to not only meeting the needs of our customers, but supporting continuous growth and innovation internally among each employee. Our CEO is dedicated to Diversity and Inclusion (D&I) and demonstrates support companywide in alignment with the ERG. Our formal Talent Reviews are critical to building a strategy around Career and Succession Planning with a focus on diversity. In an effort to incorporate diversity into our strategic business plans/goals, McGraw-Hill Education has an Equal Employment Opportunity (EEO) Policy and encourages diversity in the workforce. We engage our employees across all ethnic backgrounds to participate in the Company's strategic initiatives and goals. Our management team plays a key role in demonstrating our commitment to EEO and D&I throughout the company.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X	X		X
Grade 4	X	X		X
Grade 5	X	X		X
Grade 6	X	X		X
Grade 7	X	X		X
Grade 8	X	X		X
Grade 9	X	X		X
Grade 10	X	X		X
Grade 11	X	X		X
Grade 12				
Comments:				

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X	X		X
Grade 4	X	X		X
Grade 5	X	X		X
Grade 6	X	X		X
Grade 7	X	X		X
Grade 8	X	X		X
Grade 9	X	X		X
Grade 10	X	X		X
Grade 11	X	X		X
Grade 12				
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Single fixed form

Multiple forms, equivalent assessments

Multiple forms, different grade level matrixed blocks

Embedded field tests

Stand alone field tests

Comparability studies to ensure online and paper equivalency

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	
Short Answer	X	X	X	X	X	X	X	X	X	
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	
Performance Assessment										
Matching	X	X	X	X	X	X	X	X	X	
True/False										
Drag and Drop	X	X	X	X			X	X	X	X
Locate areas/regions	X	X	X	X	X	X	X	X	X	
Matrix questions	X	X	X	X	X	X	X	X	X	
Other methods	X	X	X	X	X	X	X	X	X	

Comments:

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	
Short Answer	X	X	X	X	X	X	X	X	X	
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	
Performance Assessment										
Matching	X	X	X	X	X	X	X	X	X	
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	
Locate areas/regions	X	X	X	X	X	X	X	X	X	
Matrix questions	X	X	X	X	X	X		X	X	
Other methods	X	X	X	X	X	X	X	X	X	

Comments:

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment	X	X	X	X	X	X	X	X	X	X
Matching	X	X	X	X	X	X	X	X	X	X
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions	X	X	X	X	X	X				
Matrix questions	X	X	X	X	X	X				
Other methods	X	X	X	X	X	X	X	X	X	X

Comments:

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment	X	X	X	X	X	X	X	X	X	X
Matching	X	X	X	X	X	X	X	X	X	X
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions	X	X	X	X	X	X				
Matrix questions	X	X	X	X	X	X				
Other methods	X	X	X	X	X	X	X	X	X	X

Comments:

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification		X	

Comments:

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

Content alignment should be completed by Q4 2013.

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 3 for CAT/CBA - 27

Grade 3 for P&P - 27

Grade 4 for CAT/CBA - 27

Grade 4 for P&P - 27

Grade 5 for CAT/CBA - 27

Grade 5 for P&P - 27

Grade 6 for CAT/CBA - 27

Grade 6 for P&P - 27

Grade 7 for CAT/CBA - 27

Grade 7 for P&P - 27

Grade 8 for CAT/CBA - 27

Grade 8 for P&P - 27

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 4

Grade 3 HS ER - 1

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 4

Grade 4 HS ER - 1

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 4

Grade 5 HS ER - 1

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 4

Grade 6 HS ER - 1

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 4

Grade 7 HS ER - 1

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 4

Grade 8 HS ER - 1

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 3

Grade 3 HS ER - 1

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 3

Grade 4 HS ER - 1

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 3

| Grade 5 HS ER - 1 |
| Grade 5 AIS SA - 0 |
| Grade 5 AIS ER - 0 |
| Grade 6 HS SA - 3 |
| Grade 6 HS ER - 1 |
| Grade 6 AIS SA - 0 |
| Grade 6 AIS ER - 0 |
| Grade 7 HS SA - 3 |
| Grade 7 HS ER - 1 |
| Grade 7 AIS SA - 0 |
| Grade 7 AIS ER - 0 |
| Grade 8 HS SA - 3 |
| Grade 8 HS ER - 1 |
| Grade 8 AIS SA - 0 |
| Grade 8 AIS ER - 0 |

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment		X	
Depth of Knowledge		X	
Balance of Representation		X	
Independent Alignment Verification		X	

Comments:

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

Please see responses for questions 4 - 8 which describe quality assurance controls within the content development process.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Anytime summative clone (e.g., based on full set of current-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

More than three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - 13

Grade 4 for CAT/CBA - 13

Grade 5 for CAT/CBA - 13

Grade 6 for CAT/CBA - 13

Grade 7 for CAT/CBA - 13

Grade 8 for CAT/CBA - 13

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 12

Grade 3 HS ER - 8

Grade 3 AIS SA - 20

Grade 3 AIS ER - 0

Grade 4 HS SA - 12

Grade 4 HS ER - 8

Grade 4 AIS SA - 20

Grade 4 AIS ER - 0

Grade 5 HS SA - 12

Grade 5 HS ER - 8

Grade 5 AIS SA - 20

Grade 5 AIS ER - 0

Grade 6 HS SA - 12

Grade 6 HS ER - 8

Grade 6 AIS SA - 20

Grade 6 AIS ER - 0

Grade 7 HS SA - 12

Grade 7 HS ER - 8

Grade 7 AIS SA - 20

Grade 7 AIS ER - 0

Grade 8 HS SA - 12

Grade 8 HS ER - 8

Grade 8 AIS SA - 20

Grade 8 AIS ER - 0

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 12

Grade 3 HS ER - 8

Grade 3 AIS SA - 20

Grade 3 AIS ER - 0

Grade 4 HS SA - 12

Grade 4 HS ER - 8

Grade 4 AIS SA - 20

Grade 4 AIS ER - 0

Grade 5 HS SA - 12

Grade 5 HS ER - 8

Grade 5 AIS SA - 20

Grade 5 AIS ER - 0

Grade 6 HS SA - 12

Grade 6 HS ER - 8

Grade 6 AIS SA - 20	
Grade 6 AIS ER - 0	
Grade 7 HS SA - 12	
Grade 7 HS ER - 8	
Grade 7 AIS SA - 20	
Grade 7 AIS ER - 0	
Grade 8 HS SA - 12	
Grade 8 HS ER - 8	
Grade 8 AIS SA - 20	
Grade 8 AIS ER - 0	

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification		X	

Comments:

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

Content alignment should be complete by Q1 2014

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 9 for CAT/CBA - 27
Grade 9 for P&P - 27
Grade 10 for CAT/CBA - 27
Grade 10 for P&P - 27
Grade 11 for CAT/CBA - 27
Grade 11 for P&P - 27
Grade 12 for CAT/CBA - 27
Grade 12 for P&P - 27

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 4
Grade 9 HS ER - 1
Grade 10 HS SA - 4
Grade 10 HS ER - 1
Grade 11 HS SA - 4
Grade 11 HS ER - 1

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 3
Grade 9 HS ER - 1
Grade 10 HS SA - 3
Grade 10 HS ER - 1
Grade 11 HS SA - 3
Grade 11 HS ER - 1

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment		X	
Depth of Knowledge		X	
Balance of Representation		X	
Independent Alignment Verification		X	
Comments:			

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

Please see responses to questions 4-8 which describe quality assurance controls within the content development process.

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)
Anytime summative clone (e.g., based on full set of current-grade content)
Customizable unit-based (e.g., a customizable portion of current-grade content)
Course/credit-based (e.g., a discipline such as algebra I)

41. How many times can the Grades 9-12 Interim Assessment be given?

More than three times a year

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two

administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 9 for CAT/CBA - 13

Grade 10 for CAT/CBA - 13

Grade 11 for CAT/CBA - 13

Grade 12 for CAT/CBA - 13

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 34

Grade 9 HS ER - 3

Grade 9 AIS SA - 2

Grade 9 AIS ER - 0

Grade 10 HS SA - 34

Grade 10 HS ER - 2

Grade 10 AIS SA - 2

Grade 10 AIS ER - 0

Grade 11 HS SA - 34

Grade 11 HS ER - 3

Grade 11 AIS SA - 2

Grade 11 AIS ER - 0

Grade 12 HS SA - 33

Grade 12 HS ER - 0

Grade 12 AIS SA - 2

Grade 12 AIS ER - 0

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 19

Grade 9 HS ER - 9

Grade 9 AIS SA - 2

Grade 9 AIS ER - 0

Grade 10 HS SA - 17

Grade 10 HS ER - 10

Grade 10 AIS SA - 2

Grade 10 AIS ER - 0

Grade 11 HS SA - 18

Grade 11 HS ER - 10

Grade 11 AIS SA - 2

Grade 11 AIS ER - 0

Grade 12 HS SA - 18

Grade 12 HS ER - 9

Grade 12 AIS SA - 2

Grade 12 AIS ER - 0

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP	X	X	X	
Windows 7	X	X	X	
Windows 8	X	X	X	
OS X	X	X	X	X
iOS				
Chrome OS				
Android				
Other (please specify) or comments:				

46. Indicate the delivery method your CAT/CBA deploys.

System client required

47. Indicate the expected bandwidth required per student for CAT.

Bandwidth per student - 5

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X
Revise test questions		X
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	
Participate in scoring hand-scored test questions	X	
Comments: CoreLink items may be used to create custom forms to suit MI test blueprints.		

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	

Review test questions for appropriate accessibility for English language learners		X
Mark test questions for potential removal based on review		X
Participate in developing rubrics for hand-scored test questions		X
Participate in scoring hand-scored test questions		X

Comments:

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	X	
Item Response Theory parameters and standard errors	X	
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)	X	
Student scaled scores with standard errors (including complete scoring histories)	X	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)	X	

Comments:

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Test blueprints
Data file formats
Reporting formats
Elements included on and excluded from reports
General assessment procedures
Assessment procedures for accommodated administrations
Assessment scheduling
Psychometric properties for CAT administration
Psychometric properties of CBA forms

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

Yes

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall
ELA Subscores (e.g., Reading, Writing, etc.)
ELA Item-level scores
Mathematics Overall
Mathematics Subscores (e.g., Algebra, Problem-solving)

Mathematics item-level scores

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - 20

Test results based on artificial intelligence-scored test questions - 0

Test results based on hand-scored test questions - 20

Composite results based on all components - 20

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Embedded text-to-speech

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

Translated versions may be requested as a cost option.

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Embedded text-to-speech

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

Paper/pencil large print, Braille, or one-item-per-page forms may be requested as a cost option.

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator	X	X	X
Ruler	X	X	X
Protractor	X	X	X
Compass			
Highlighter		X	X
Notepad			
Magnifying glass		X	X

Describe other tools: A ruler or protractor is included in math items. Grade 6 and higher math items assume students have access to a calculator during the test. An online calculator is available. Physical calculators are not provided by CTB.

60. Into which languages are questions (items) translated or glossed?

None/not available

Spanish is on the development road map but is not immediatley available.

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common

Core Standards?

Yes

Formative assessment resources include online activities and other educator tools.

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

CTB adheres to the SCASS definition of formative assessment: "…a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes." Acuity robustly supports the formative assessment process with an array of tools and options that provide educators and students with feedback that enhances student learning. Tools to create MC, CR and Performance Task items allow educators to nimbly develop formal or informal assessment items that reflect real-time instruction and content as taught, reflecting the complex interaction between content and skills, using questioning styles that make the best sense for their unique students. Acuity also supports a formative assessment/instruction process via thousands of embedded instructional activities that can be assigned automatically or individually, based on formal or informal assessment data and on educator observation. Finally, the Acuity Community provides Acuity educators with a rich social media environment that offers videos, blogs, and conversations with peer educators to support formative assessment and professional development.

64. Check the types of formative assessment resources in your repository. Check all that apply.

Formative assessment process/strategy vignettes

Formative assessment tools (e.g. checklists, worksheets, electronic tools)

Professional development modules for teachers

Training materials for a network of state leaders in the use of the repository

Released/sample items

Online social media community supporting educator practice

65. Enter the number of materials in your online formative assessment repository of each type:

Formative assessment process/strategy vignettes - 5000

Formative assessment tools (e.g. checklists, worksheets, electronic tools) - 10

Model curriculum units - 0

Professional development modules for administrators - 0

Professional development modules for teachers - 0

Training materials for a network of state leaders in the use of the repository - 0

Released/sample items - 17000

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

Yes

Acuity Item Authoring and the Acuity Community

67. Is there a quality control (peer review process or other) process in place for products in the repository?

Yes

An approval process is part of all develoment tools.

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

The internal quality control process is described in our response to questions 4 and 5. In those instances in which educators or other outside contributors create content, a peer review process exists within the Acuity item authoring tools. Other quality control processes can developed upon request.

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

Hosting costs - 0

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

Grade 3 HS SA - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 AIS SA - 0	
Grade 7 AIS ER - 0	
Grade 8 AIS SA - 0	
Grade 8 AIS ER - 0	
Grade 9 AIS SA - 0	
Grade 9 AIS ER - 0	
Grade 10 AIS SA - 0	
Grade 10 AIS ER - 0	
Grade 11 AIS SA - 0	
Grade 11 AIS ER - 0	
Grade 12 AIS SA - 0	
Grade 12 AIS ER - 0	

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

No Response

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

No Response

COMMON CORE
Assessment Options Report

Curriculum Associates, LLC Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Don Masters

Company: - Curriculum Associates, LLC

Address: - 153 Rangeway Road

City/Town: - North Billerica

State: - MA

ZIP: - 01862

Country: - USA

Email Address: - dmasters@cainc.com

Phone Number: - 315-350-4988

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

i-Ready Diagnostic

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

Curriculum Associates built the i-Ready indicators specifically to address college and career readiness standards. An independent vendor aligned each of these indicators to the Common Core State standards. All newly developed items (over 95% of the bank) were developed specifically to these i-Ready indicators and aligned to a Common Core State Standard. Subject matter experts were then recruited to participate in an item review of all newly developed items. This panel was convened to review items for quality construct standards that included a review of content, the answer options, alignment to the i-Ready indicator, alignment to the Common Core State Standards depth of knowledge level, and whether there were any issues of bias or sensitivity. Therefore, the original correlation was conducted independently by a third-party vendor, and the alignments were verified by subject matter experts. We do not post alignment methodology or correlations to the Internet for confidentiality purposes; however, documentation is available upon request.

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Curriculum Associates is dedicated to assessing every Common Core State Standard. While coverage is not at 100%, we have items aligned to nearly every Common Core State Standard in reading and mathematics that is assessable using dichotomous items. For indicator coverage, we only report out on the indicators that have at least six items aligned

to the indicator. Upon request, we can provide documents that show the standards for reading and mathematics at each grade level that are covered in i-Ready Diagnostic. We continue to expand the bank through further field testing, to provide as complete coverage of the Common Core State Standards as possible.

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Curriculum Associates is committed to ensuring that the correct amount of rigor and content complexity is included in the i-Ready Diagnostic item bank. In the item development plan, editorial project managers specify Webb's Depth of Knowledge Level for each of the indicators, and how many items for each indicator should be written to each DOK level. We have trained our entire Editorial staff on Webb's Depth of Knowledge levels. This training included a one-day seminar from Norman Webb, the developer of the Depth of Knowledge levels. No web-accessible references are available.

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

i-Ready Diagnostic is a computer adaptive assessment, and therefore is a probabilistic model based on item response theory. All of the indicators are put on a continuum on the same scale as item difficulty level. Using the Rasch equation, http://www.mathpsyc.uni-bonn.de/doc/Maris/node12.html, one can determine from a student ability level the probability of success of an item (or an indicator) by using the difficulty level of the indicator. Because of this, some items will be under-represented on the actual administration of an assessment, but they will have representation in the pool of items. The i-Ready assessment always tries to match the item that will provide the most information with the student's estimated ability level, which is revised after every question. Therefore, items for which a student would have a very high probability of success or a very low probability level of success are not usually shown on an individual administration. This methodology ensures very accurate information over a large number of indicators by using fewer items than would be needed in a fixed form test. However, because students are always being measured against the entire pool, we can say that all of the Common Core State Standards are represented in each administration, regardless of whether or not items aligned to certain standards are administered. Web-accessible references are not available.

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

For items that are newly developed, we ensure alignment to the standard by reviewing whether mastery of the standard is both necessary and sufficient in order for the student to answer the problem correctly. The first bullet on the checklist for our item development guidelines is about alignment, and we ask the writers (and editors) to keep the following in mind: 1) The item requires the student to understand the skill in order to answer the item. In other words, can the item be answered even if the student does NOT use the skill in the indicator? 2) Knowledge beyond the skill in the indicator should NOT be needed/necessary to correctly answer the item. 3) Each item should assess the indicator and Common Core State Standard as specified in the item development plan. Item Editing. A team of in-house editors reviews items against item development guidelines. Alignment to Written Items. Once items are written, we have an independent vendor align all of the i-Ready indicators to the Common Core standards, with reference to individual items. The vendor is a correlation specialist. Alignments are rated by three levels: 1) Demonstrates probable understanding of the i-Ready skills fully aligned with a standard; 2) Demonstrates probable understanding of the i-Ready skills aligned with a portion of a standard; and 3) Demonstrates probable understanding of skills related to a standard. Review of Vendor Alignment. An in-house team evaluates alignment of all of the i-Ready indicators to the Common Core standards, with reference to individual items. A lead editor with experience in English Language Arts and a lead editor with experience in Mathematics, both of whom have been leading our correlation effort for the last two years. Review by Teacher Panel. A teacher panel reviews item alignment for items and indicators.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

We assure diversity by involving the different groups described above in item #8: item writers, item editors, in-house editorial reviewers, independent vendor, and teacher panels.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3		X		
Grade 4		X		
Grade 5		X		
Grade 6		X		
Grade 7		X		
Grade 8		X		
Grade 9		X		
Grade 10		X		
Grade 11		X		
Grade 12		X		
Comments:				

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3		X		
Grade 4		X		
Grade 5		X		
Grade 6		X		
Grade 7		X		
Grade 8		X		
Grade 9		X		
Grade 10		X		
Grade 11		X		
Grade 12		X		
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

No Response

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer										
Essay/Constructed Response										
Performance Assessment										
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X				
Locate areas/regions										
Matrix questions	X	X	X	X	X	X				
Other methods	X	X	X	X	X	X	X	X	X	X

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer										
Essay/Constructed Response										
Performance Assessment										
Matching	X	X	X	X	X	X				
True/False										
Drag and Drop	X	X	X	X	X	X				
Locate areas/regions	X	X	X	X	X	X				
Matrix questions	X	X	X	X	X	X				
Other methods	X	X	X	X	X	X	X	X	X	X

Comments:

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X				
Short Answer										
Essay/Constructed Response										
Performance Assessment										
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X				
Locate areas/regions										
Matrix questions	X	X	X	X	X	X				
Other methods	X	X	X	X	X	X				

Comments:

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X				
Short Answer										
Essay/Constructed Response										
Performance Assessment										
Matching	X	X	X	X	X	X				
True/False										
Drag and Drop	X	X	X	X	X	X				
Locate areas/regions	X	X	X	X	X	X				
Matrix questions	X	X	X	X	X	X				
Other methods	X	X	X	X	X	X				

Comments:

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the

following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification	X		

Comments:

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

We expect this information to be available in summer 2014.

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 3 for CAT/CBA - 11

Grade 3 for P&P - 0

Grade 4 for CAT/CBA - 11

Grade 4 for P&P - 0

Grade 5 for CAT/CBA - 11

Grade 5 for P&P - 0

Grade 6 for CAT/CBA - 11

Grade 6 for P&P - 0

Grade 7 for CAT/CBA - 11

Grade 7 for P&P - 0

Grade 8 for CAT/CBA - 11

Grade 8 for P&P - 0

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification	X		
Comments:			

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

We expect this information to be available in summer 2014.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Anytime summative clone (e.g., based on full set of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

More than three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - 11

Grade 4 for CAT/CBA - 11

Grade 5 for CAT/CBA - 11

Grade 6 for CAT/CBA - 11

Grade 7 for CAT/CBA - 11

Grade 8 for CAT/CBA - 11

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0	
Grade 5 AIS ER - 0	
Grade 6 HS SA - 0	
Grade 6 HS ER - 0	
Grade 6 AIS SA - 0	
Grade 6 AIS ER - 0	
Grade 7 HS SA - 0	
Grade 7 HS ER - 0	
Grade 7 AIS SA - 0	
Grade 7 AIS ER - 0	
Grade 8 HS SA - 0	
Grade 8 HS ER - 0	
Grade 8 AIS SA - 0	
Grade 8 AIS ER - 0	

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification	X		

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

We expect this information to be available in summer 2014. Please note that i-Ready assesses comprehension: literary, comprehension: informational, and vocabulary domains of reading. For mathematics at grades 9-12, we are in the process of expanding the item bank. i-Ready has excellent coverage for grades 9-11 whether one looks at the traditional or integrated pathways.

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 9 for CAT/CBA - 11

Grade 9 for P&P - 0

Grade 10 for CAT/CBA - 11

Grade 10 for P&P - 0

Grade 11 for CAT/CBA - 11

Grade 11 for P&P - 0

Grade 12 for CAT/CBA - 11

Grade 12 for P&P - 0

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

No Response

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

No Response

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

No Response

41. How many times can the Grades 9-12 Interim Assessment be given?

No Response

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

No Response

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP	X	X	X	X
Windows 7	X	X	X	X
Windows 8	X	X	X	X
OS X	X	X	X	X
iOS				
Chrome OS	X	X	X	X
Android				
Other (please specify) or comments:				

46. Indicate the delivery method your CAT/CBA deploys.

Entirely web-based, WITHOUT a local caching server

47. Indicate the expected bandwidth required per student for CAT.

Bandwidth per student - 256

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X
Revise test questions		X
Review test questions for developmental appropriateness		X
Review test questions for appropriateness to the common core		X
Review test questions for avoidance of bias		X
Review test questions for avoidance of sensitive issues		X
Review test questions for appropriate accessibility for students with disabilities		X
Review test questions for appropriate accessibility for English language learners		X
Mark test questions for potential removal based on review		X
Participate in developing rubrics for hand-scored test questions		X
Participate in scoring hand-scored test questions		X

Comments: We could consider ways in which to work with the Department of Education and Michigan educators, potentially including representatives on our review panels, advisory groups, or user groups.

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X
Revise test questions		X
Review test questions for developmental appropriateness		X
Review test questions for appropriateness to the common core		X
Review test questions for avoidance of bias		X
Review test questions for avoidance of sensitive issues		X
Review test questions for appropriate accessibility for students with disabilities		X
Review test questions for appropriate accessibility for English language learners		X
Mark test questions for potential removal based on review		X
Participate in developing rubrics for hand-scored test questions		X
Participate in scoring hand-scored test questions		X

Comments: We could consider ways in which to work with the Department of Education and Michigan educators, potentially including representatives on our review panels, advisory groups, or user groups.

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee		X
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)		X
Item Response Theory parameters and standard errors	X	
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)		X
Student scaled scores with standard errors (including complete scoring histories)	X	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)		X

Comments:

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Data file formats
General assessment procedures
Assessment procedures for accommodated administrations
Assessment administration (e.g., test administration software)

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes
We will cooperate with the Department of Education on maintenance of data and test security.

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

No

The Department is the owner of the data; however, all data flows directly to the schools as soon as testing is complete, so that teachers may use the data for direct action in the classroom.

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall
ELA Subscores (e.g., Reading, Writing, etc.)
Mathematics Overall
Mathematics Subscores (e.g., Algebra, Problem-solving)

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - immediate
Test results based on artificial intelligence-scored test questions - not applicable
Test results based on hand-scored test questions - not applicable
Composite results based on all components - immediate

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

No
We could work with the Department of Education to identify, design, and provide custom reports as a cost option.

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

The thoughtful planning that went into the general design of the assessment ensures that a large percentage of students requiring accommodations will have the necessary adjustments without compromising the interpretation or purpose of the test. i-Ready provides a safe and private testing environment for students—an especially important consideration for those who may be self-conscious about their ability level. All students—including those with limited English proficiency—are supported through numerous feature. Item language is specifically reviewed by subject matter and educator committees for any challenges for English language learners. Most items in grades K–2 have audio support. The audio, visual, and tactile components of the program help students stay focused. The assessment is untimed, may be stopped and started as needed, and may be administered in multiple test sessions.

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

As noted in response to #57, Curriculum Associates designed i-Ready so that a large percentage of students requiring accommodations will have the necessary adjustments without compromising the interpretation or purpose of the test. i-Ready provides a supportive testing environment for all students. The audio, visual, and tactile components of the program help students stay focused. The assessment is untimed, may be stopped and started as needed, and may be administered in multiple test sessions. All i-Ready Diagnostic items and passages are presented in a large, easily legible format on the computer screen. There is only one item on the screen at a time, the bold font is large and friendly, and most of the items for grades K–2 have audio support. For Comprehension items at grade level 1 and higher, students are measured on their ability to understand what they read independently, so audio support is not provided. Students in Kindergarten performing above grade level may also see these items.

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator			
Ruler			
Protractor			
Compass			
Highlighter			
Notepad			

Magnifying glass

Describe other tools: No virtual tool is universally provided for students, although most math items from Grades K-5 have audio support. Virtual tools are included with items as appropriate. For items in which students can use counters, virtual counters are made available. Instructions on the use of the tools are included in a short video introduction at the beginning of the test, and later on as different tools are needed for different domains on the test. The virtual tools include a ruler, protractor, compass, straightedge, base ten blocks, counters (ten-frames), highlighting, calculators, and a spreadsheet tool.

60. Into which languages are questions (items) translated or glossed?

None/not available

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

All students receive the same score reports whether accommodations were used or not.

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

No

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

i-Ready does not provide resources for teachers to build their own formative assessments, which we assume is what the Department of Education is seeking with this component. i-Ready does, however, provide instructional recommendations, online and downloadable teaching resources, and optional online instructional modules in real time for students who take the assessment at any point during the year.

64. Check the types of formative assessment resources in your repository. Check all that apply.

No Response

65. Enter the number of materials in your online formative assessment repository of each type:

No Response

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

No Response

67. Is there a quality control (peer review process or other) process in place for products in the repository?

No Response

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

No Response

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

No Response

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

No Response

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

No Response

COMMON CORE
Assessment
Options
Report

Discovery
Education
Assessment
Survey
Response

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Kevin Quinlan	
Company: - Discovery Education Assessment	
Address: - 22 Century Blvd.	
Address 2: - Suite 250	
City/Town: - Nashville	
State: - TN	
ZIP: - 37214	
Country: - United States	
Email Address: - Kevin_Quinlan@Discovery.com	
Phone Number: - 615-324-3626	

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

Discovery Education Assessment

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

Writing

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

In 2013, Discovery Education Assessment contracted with an independent research team led by Dr. Michael K. Smith to conduct a Web alignment study of the Discovery Education Assessment interim benchmarks with the Common Core State Standards. The Web Alignment Tool (WAT) version 2 was used to record and analyze the results of this study. Access to the Discovery Education Assessment Web Alignment study is available at https://discovery.box.com /DEAWebAlignmentStudy.

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

The range of knowledge correspondence criterion in the Web alignment determines whether the span of knowledge expected of students on the basis of a standard corresponds to the span of knowledge that students need in order to correctly answer the corresponding assessment items/activities. The criterion is met for a given standard if more than half of the objectives that fall under that standard are targeted by assessment items. In mathematics, 95.4% of the 217 standards received a "YES" classification while in reading, 66.4% of the 188 standards received a "YES" and 22.3%

received a "WEAK" classification. Access to the Discovery Education Assessment Web Alignment study is available at https://discovery.box.com/DEAWebAlignmentStudy.

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

The SMARTER Assessment Consortium commissioned a study by WESTED to determine, among other factors, the depth of knowledge of each Common Core objectives. The results of this DOK analysis were published in March 2011: SMARTER Balanced Assessment Consortium Common Core State Standards Analysis: Eligible Content for the Summative Assessment: Final Report. For each objective in reading and mathematics, a DOK value or range of values was assigned. For purposes of this study, these ranges were used as the initial consensus judgment on a DOK level. If the range had two values, such as 1-2 or 2-3, the higher DOK value was selected. If the DOK had a range of 1-3, the middle value of 2 was selected. No value of 4 was selected in this initial judgment. All DEA assessment items were written in a multiple-choice format or short answer constructed response. These types of items are often unable to measure a depth of knowledge of 4. These initial consensus values were then presented to an additional subject matter expert separately for reading and mathematics. These two experts concurred with the chosen values or offered their own revisions. A final group consensus was undertaken to reconcile differences. Final DOK values for each objective were entered into WAT. A judgment of "YES" indicates that 50% or more of the items were rated "at" or "above" the depth-of-knowledge level of the corresponding objectives; "WEAK" indicates that 40% to 50% of the items were rated as "at" or "above" the depth-of-knowledge level of the corresponding objectives; and "NO" indicates that less than 40% of the items were rated as "at" or "above" the depth-of-knowledge level of the corresponding objectives. In mathematics, 100% of the 217 standards received a "Yes" for Depth-of-Knowledge Consistency. In reading, 100% of the 188 standards received a "Yes" for Depth-of-Knowledge Consistency.

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

Balance of representation is a criterion that measures whether objectives that fall under a specific standard are given relatively equal emphasis on the assessment. In mathematics, 99.5% of the 217 standards received a "YES" classification. In reading, 97% of the 188 standards received a "Yes" classification. Access to the Discovery Education Assessment Web Alignment study is available at https://discovery.box.com/DEAWebAlignmentStudy.

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

At least three trained subject matter experts reviewed each benchmark test. These reviewers were first trained on depth of knowledge using materials provided in the Web Alignment Tool (WAT): Training Manual Versions 1.1 July 2005. Then reviewers were trained on Common Core Standards and Objectives for reading and mathematics. Each reviewer completed three tasks with each assessment item: (1) judging the primary objective to which that item corresponds; (2) judging the depth of knowledge of that item; and (3) judging whether there is a source-of-challenge with an assessment item.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

Discovery Education employs content and grade level education experts in the development of blueprints, item creation, item review, and test review. Assessments results are analyzed for bias and sensitivity and feedback is collected from educators across the country administering the assessments.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X			X
Grade 4	X			X

Grade 5	X		X
Grade 6	X		X
Grade 7	X		X
Grade 8	X		X
Grade 9	X		X
Grade 10	X		X
Grade 11	X		X
Grade 12			
Comments:			

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X			X
Grade 4	X			X
Grade 5	X			X
Grade 6	X			X
Grade 7	X			X
Grade 8	X			X
Grade 9	X			X
Grade 10	X			X
Grade 11	X			X
Grade 12				
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Multiple forms, equivalent assessments

Embedded field tests

Stand alone field tests

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	
Short Answer										

	3	4	5	6	7	8	9	10	11	12
Essay/Constructed Response										
Performance Assessment										
Matching										
True/False										
Drag and Drop										
Locate areas/regions										
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	

Comments:

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	
Short Answer										
Essay/Constructed Response										
Performance Assessment										
Matching										
True/False										
Drag and Drop										
Locate areas/regions										
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	

Comments:

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

No Response

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

No Response

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No Response

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No Response

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification	X		
Comments:			

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

Access to the Discovery Education Assessment Web Alignment study is available at https://discovery.box.com/DEAWebAlignmentStudy.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Anytime summative clone (e.g., based on full set of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

More than three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - 480000
Grade 4 for CAT/CBA - 480000
Grade 5 for CAT/CBA - 480000
Grade 6 for CAT/CBA - 480000
Grade 7 for CAT/CBA - 480000
Grade 8 for CAT/CBA - 480000

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0
Grade 3 HS ER - 0
Grade 3 AIS SA - 0
Grade 3 AIS ER - 0
Grade 4 HS SA - 0
Grade 4 HS ER - 0
Grade 4 AIS SA - 0
Grade 4 AIS ER - 0
Grade 5 HS SA - 0
Grade 5 HS ER - 0
Grade 5 AIS SA - 0
Grade 5 AIS ER - 0
Grade 6 HS SA - 0
Grade 6 HS ER - 0
Grade 6 AIS SA - 0
Grade 6 AIS ER - 0
Grade 7 HS SA - 0
Grade 7 HS ER - 0
Grade 7 AIS SA - 0
Grade 7 AIS ER - 0
Grade 8 HS SA - 0
Grade 8 HS ER - 0
Grade 8 AIS SA - 0
Grade 8 AIS ER - 0

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0
Grade 3 HS ER - 0
Grade 3 AIS SA - 0
Grade 3 AIS ER - 0
Grade 4 HS SA - 0
Grade 4 HS ER - 0
Grade 4 AIS SA - 0
Grade 4 AIS ER - 0
Grade 5 HS SA - 0
Grade 5 HS ER - 0
Grade 5 AIS SA - 0
Grade 5 AIS ER - 0
Grade 6 HS SA - 0
Grade 6 HS ER - 0
Grade 6 AIS SA - 0
Grade 6 AIS ER - 0
Grade 7 HS SA - 0
Grade 7 HS ER - 0

| Grade 7 AIS SA - 0 |
| Grade 7 AIS ER - 0 |
| Grade 8 HS SA - 0 |
| Grade 8 HS ER - 0 |
| Grade 8 AIS SA - 0 |
| Grade 8 AIS ER - 0 |

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

No Response

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

No Response

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No Response

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No Response

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

No Response

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment		X	

Depth of Knowledge	**X**
Balance of Representation	**X**
Independent Alignment Verification	**X**
Comments:	

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

Access to the Discovery Education Assessment Web Alignment study is available at https://discovery.box.com /DEAWebAlignmentStudy.

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Course/credit-based (e.g., a discipline such as algebra I)

41. How many times can the Grades 9-12 Interim Assessment be given?

Three times a year

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 9 for CAT/CBA - 480000

Grade 10 for CAT/CBA - 480000

Grade 11 for CAT/CBA - 480000

Grade 12 for CAT/CBA - 480000

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP	X	X	X	X
Windows 7	X	X	X	X
Windows 8	X	X	X	X
OS X	X	X	X	X
iOS	X	X	X	X
Chrome OS	X	X	X	X
Android	X	X	X	X

Other (please specify) or comments: Discovery Education Assessment on-line benchmarks are computer based, but not computer adaptive.

46. Indicate the delivery method your CAT/CBA deploys.

Entirely web-based, WITHOUT a local caching server

47. Indicate the expected bandwidth required per student for CAT.

No Response

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

No Response

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X
Revise test questions		X
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions		X
Participate in scoring hand-scored test questions		X

Comments:

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	X	
Item Response Theory parameters and standard errors	X	
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)		X
Student scaled scores with standard errors (including complete scoring histories)	X	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)		X

Comments:

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Data file formats
General assessment procedures
Assessment scheduling

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

No

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall
ELA Subscores (e.g., Reading, Writing, etc.)
ELA Item-level scores

Mathematics Overall

Mathematics Subscores (e.g., Algebra, Problem-solving)

Mathematics item-level scores

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - Immediate (online administration).

Test results based on artificial intelligence-scored test questions - N/A

Test results based on hand-scored test questions - N/A

Composite results based on all components - Immediate (online administration).

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Full translation of test questions into a language other than English (Spanish, Arabic, etc.)

Full Spanish translations available for Math assessments only. Discovery Education Assessment benchmarks are compatible with third party text-to-speech programs.

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Discovery Education Assessment benchmarks are compatible with third party text-to-speech programs.

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

No Response

60. Into which languages are questions (items) translated or glossed?

Spanish

Full Spanish translations available for Math assessments only.

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

Yes

Discovery Education Assessment offers an online item bank and custom test development tool containing over 65,000 CCSS-aligned items.

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

Formative assessment is part of the formative instructional process, whereby educators provide multiple opportunities to evaluate student progress, the results of which inform instructional strategies. Our formative resources are intended to support educators in evaluating and providing targeted instructional resources to meet the needs of and engage students in progressive learning.

64. Check the types of formative assessment resources in your repository. Check all that apply.

Formative assessment tools (e.g. checklists, worksheets, electronic tools)

Professional development modules for administrators

Professional development modules for teachers

Training materials for a network of state leaders in the use of the repository

Released/sample items

Model lessons and sampled instructional content.

65. Enter the number of materials in your online formative assessment repository of each type:

Formative assessment tools (e.g. checklists, worksheets, electronic tools) - 500

Professional development modules for administrators - 1000

Professional development modules for teachers - 1000

Training materials for a network of state leaders in the use of the repository - 1000

Released/sample items - 65000

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

Yes

67. Is there a quality control (peer review process or other) process in place for products in the repository?

Yes

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

Discovery Education Assessment content developers for Progress Zone are required to have teaching experience for the subject in which they are writing items. Additionally, item writers peer review all new content. Lastly, any issues reported by customers are reviewed, and if needed, corrected within 24 hours. Content created by teachers can only be shared to the district level.

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

Hosting costs - 0

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH

LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

COMMON CORE
Assessment Options Report

Houghton Mifflin Harcourt/ Riverside Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Matthew Paupore

Company: - Houghton Mifflin Harcourt/Riverside

Address: - 3800 Golf Road

Address 2: - Suite 200

City/Town: - Rolling Meadows

State: - IL

ZIP: - 60008

Country: - USA

Email Address: - Matthew.Paupore@hmhco.com

Phone Number: - 248-231-1953

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

HMH-Riverside will release a suite of products that assess student achievement on the Common Core State Standards: a set of adaptive interim assessments delivered online and a summative assessment offered both in paper and online. We refer to this as the HMH Common Core Assessment Suite.

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

Writing

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

Alignments are made with consideration of all SBAC and PARCC released materials including text exemplars, sample items, and sample tasks. Development teams use these materials, along with their inherent standards knowledge, to develop to and then separately confirm the alignments.

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Alignment to the Common Core State Standards has been an underlying assumption of the development of the HMH Common Core Assessment Suite. Since the Standards were adopted, development efforts have depended upon these standards to define and shape the development and research necessary to build an assessment aligned to the Common Core. Traditionally, alignment methodologies have been based on content alignment by examining an item-to-standard alignment. However, as with any assessment, this process cannot be completed until the item pool or forms have been

completed. In order to produce items that are aligned, we use a well-defined process that helps to ensure alignment that includes the following steps: • Articulation of test blueprints that define the content areas and cognitive processes to be measured by the assessments. • Training of educators to write test materials (items and scoring rubrics) that measure critical aspects of the CCSS • Alignment of individual items by educators to the CCSS during the item development process • Verification of alignment by a focus group of educators actively teaching ELA or mathematics at the appropriate grade levels.

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

The depth-of-knowledge should be consistent between what is required by the Common Core State Standards and the items on the assessments in the HMH Common Core Assessment Suite. To ensure this consistency, all items are reviewed for their cognitive demand to ensure that what students are expected to know and do is consistent between the two. The result is a full range of item complexity in the assessments, where each item has been assigned one of three Cognitive Level descriptors, which are: • Level 1: Essential Competencies- This level of difficulty involves recalling information such as facts, definitions, terms, or simple one-step procedures • Level 2: Conceptual Understanding - This level of difficulty requires engaging in some cognitive processing beyond recalling or reproducing a response. A conceptual understanding item requires students to make some decisions as to how to approach the problem or activity and may require them to employ more than a single step. • Level 3: Extended Reasoning - This level of difficulty requires problem solving, planning, and/or using evidence. These items require students to develop a strategy to connect and relate ideas in order to solve the problem, and the problem may require that the student use multiple steps and draw upon a variety of skills

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

Balance of representation indicates the degree to which the emphasis of the standards is reflected in the overall test specifications. To achieve the desirable balance, the HMH Common Core Assessment Suite has been designed to mirror the rigor of the CCSS while providing scores that are accurate and informative. We have used two different approaches to help achieve the balance. The first is a mix of various item types, carefully selected to reflect the types of requirements of the CCSS. The second is designing test specifications that reflect the appropriate balance and content coverage while providing a technically sound, efficient and informative assessment. Item Types used include: • Multiple-choice: These items are efficient to administer and offer strong technical properties and as evidenced by our research and experience, they can be written to address varying levels of cognitive difficulty. These items in the HMH Common Core Assessment Suite are technically superior and assess students' skills and knowledge at three cognitive levels. They also align well with the CCSS and assess much of their content. This item type serves as the foundation for an assessment suite that is specifically designed to measure student learning in terms of the CCSS. • Technology-enhanced items: Typically administered on a computer, these items require students to move beyond recall and recognition to complex thought processes and responses. By taking advantage of the many features in today's computer-based technologies, these items can be interactive; include unique response interfaces such as hot spots, point-and-click, etc.; include various audio and visual media and other stimuli; and require students to provide or select multiple responses to a single question. The items will be developed so that the paper-and-pencil version of the assessment can assess the same content standards at a matching level of rigor through multiple-choice items. Scoring of these items will involve a mixed of technology-based scoring (automated computer scoring and/or artificial intelligence). • Constructed- and extended-response items: These items present greater challenges to students as they draw upon higher-order thinking and cognitive processes. They generally require numeric or text responses, which can be brief responses, such as single words or numbers. They can also require the student to solve multi-stage mathematics problems or craft an extended response to a writing prompt. Scoring of these items will involve a mixed of technology-based scoring (automated computer scoring and/or artificial intelligence) and human scoring using scoring rubrics. The HMH Common Core Assessment Suite summative tests are being designed to measure student growth, achievement and proficiency toward the CCSS within and across school years. The ELA assessments will address reading (with the item types listed above) and writing, which will assessed with a single writing prompt. Responses will be scored with a six-point holistic rubric by two independent scorers. The scores assigned will be summed, so the writing test can yield up to 12 points. The mathematics assessments, which include all the item types listed above, are being designed to assess the indicators as they are organized in Appendix A of the CCSS for Math, found at: http://www.corestandards.org/assets /CCSSI_Mathematics_Appendix_A.pdf. At the high school level, the assessments will include end-of-course assessments in Algebra I, II, and Geometry, which will align with the Common Core State Standards.

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

The individuals who assess alignment quality are screened vigorously for education and relative work experience cross all candidates. They then receive additional training using relevant documentation and best practices.

9. Describe your process to assure adequate diversity on working groups assessing alignment

quality.

During candidate screening, all efforts are made to ensure a diverse work force and work environment.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X	X		X
Grade 4	X	X		X
Grade 5	X	X		X
Grade 6	X	X		X
Grade 7	X	X		X
Grade 8	X	X		X
Grade 9	X	X		X
Grade 10	X	X		X
Grade 11	X	X		X
Grade 12	X	X		X

Comments:

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X	X		X
Grade 4	X	X		X
Grade 5	X	X		X
Grade 6	X	X		X
Grade 7	X	X		X
Grade 8	X	X		X
Grade 9	X	X		X
Grade 10	X	X		X
Grade 11	X	X		X
Grade 12	X	X		X

Comments:

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Multiple forms, equivalent assessments

Multiple forms, different grade level matrixed blocks

Embedded field tests

Stand alone field tests

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response										
Performance Assessment	X	X	X	X	X	X	X	X	X	X
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions										
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	X

Comments:

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment										
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions										
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	X

Comments:

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response										
Performance Assessment										
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions										
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	X

Comments:

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X

Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response										
Performance Assessment										
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions										
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	X

Comments:

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification			X

Comments:

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

An independent alignment and technical report are planned as a future activity that has not yet been scheduled.

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 3 for CAT/CBA - 20
Grade 3 for P&P - 25
Grade 4 for CAT/CBA - 20
Grade 4 for P&P - 25
Grade 5 for CAT/CBA - 20
Grade 5 for P&P - 25
Grade 6 for CAT/CBA - 20
Grade 6 for P&P - 25
Grade 7 for CAT/CBA - 20
Grade 7 for P&P - 25

Grade 8 for CAT/CBA - 20

Grade 8 for P&P - 25

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 3

Grade 3 HS ER - 1

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 3

Grade 4 HS ER - 1

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 3

Grade 5 HS ER - 1

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 3

Grade 6 HS ER - 1

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 3

Grade 7 HS ER - 1

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 3

Grade 8 HS ER - 1

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 3

Grade 3 HS ER - 2

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 3

Grade 4 HS ER - 2

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 3

Grade 5 HS ER - 2

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 3

Grade 6 HS ER - 2

Grade 6 AIS SA - 0	
Grade 6 AIS ER - 0	
Grade 7 HS SA - 3	
Grade 7 HS ER - 2	
Grade 7 AIS SA - 0	
Grade 7 AIS ER - 0	
Grade 8 HS SA - 3	
Grade 8 HS ER - 2	
Grade 8 AIS SA - 0	
Grade 8 AIS ER - 0	

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification			X
Comments:			

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

An independent alignment and technical report are planned as a future activity. A firm date for that activity has not yet been established.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Anytime summative clone (e.g., based on full set of current-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

Three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - 10
Grade 4 for CAT/CBA - 10
Grade 5 for CAT/CBA - 10
Grade 6 for CAT/CBA - 10
Grade 7 for CAT/CBA - 10
Grade 8 for CAT/CBA - 10

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 3

Grade 3 AIS ER - 1

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 3

Grade 4 AIS ER - 1

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 3

Grade 5 AIS ER - 1

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 3

Grade 6 AIS ER - 1

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 3

Grade 7 AIS ER - 1

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 3

Grade 8 AIS ER - 1

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 3

Grade 3 AIS ER - 1

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 3

Grade 4 AIS ER - 1

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 3

Grade 5 AIS ER - 1

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 3

Grade 6 AIS ER - 1

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 3	
Grade 7 AIS ER - 1	
Grade 8 HS SA - 0	
Grade 8 HS ER - 0	
Grade 8 AIS SA - 3	
Grade 8 AIS ER - 1	

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification			X

Comments:

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

At this time, an independent alignment and technical report are planned as a future activity. A date for that activity has not yet been established.

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 9 for CAT/CBA - 20	
Grade 9 for P&P - 25	
Grade 10 for CAT/CBA - 20	
Grade 10 for P&P - 25	
Grade 11 for CAT/CBA - 20	
Grade 11 for P&P - 25	
Grade 12 for CAT/CBA - 20	
Grade 12 for P&P - 25	

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 3	
Grade 9 HS ER - 1	
Grade 9 AIS SA - 0	
Grade 9 AIS ER - 0	
Grade 10 HS SA - 3	
Grade 10 HS ER - 1	
Grade 10 AIS SA - 0	
Grade 10 AIS ER - 0	
Grade 11 HS SA - 3	
Grade 11 HS ER - 1	
Grade 11 AIS SA - 0	
Grade 11 AIS ER - 0	
Grade 12 HS SA - 3	
Grade 12 HS ER - 1	
Grade 12 AIS SA - 0	
Grade 12 AIS ER - 0	

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 3
Grade 9 HS ER - 2
Grade 9 AIS SA - 0
Grade 9 AIS ER - 0
Grade 10 HS SA - 3
Grade 10 HS ER - 2
Grade 10 AIS SA - 0
Grade 10 AIS ER - 0
Grade 11 HS SA - 3
Grade 11 HS ER - 2
Grade 11 AIS SA - 0
Grade 11 AIS ER - 0
Grade 12 HS SA - 3
Grade 12 HS ER - 2
Grade 12 AIS SA - 0
Grade 12 AIS ER - 0

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification			X
Comments:			

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available,

provide dates of planned activities for evaluating alignment of high school interim assessments.

At this time, an independent alignment and technical report is planned as a future activity.

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Anytime summative clone (e.g., based on full set of current-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

Course/credit-based (e.g., a discipline such as algebra I)

41. How many times can the Grades 9-12 Interim Assessment be given?

Three times a year

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 9 for CAT/CBA - 10

Grade 10 for CAT/CBA - 10

Grade 11 for CAT/CBA - 10

Grade 12 for CAT/CBA - 10

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 3

Grade 9 AIS ER - 1

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 3

Grade 10 AIS ER - 1

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 3

Grade 11 AIS ER - 1

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 3

Grade 12 AIS ER - 1

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

| Grade 9 HS ER - 0 |
| Grade 9 AIS SA - 3 |
| Grade 9 AIS ER - 1 |
| Grade 10 HS SA - 0 |
| Grade 10 HS ER - 0 |
| Grade 10 AIS SA - 3 |
| Grade 10 AIS ER - 1 |
| Grade 11 HS SA - 0 |
| Grade 11 HS ER - 0 |
| Grade 11 AIS SA - 3 |
| Grade 11 AIS ER - 1 |
| Grade 12 HS SA - 0 |
| Grade 12 HS ER - 0 |
| Grade 12 AIS SA - 3 |
| Grade 12 AIS ER - 1 |

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP	X	X	X	
Windows 7	X	X	X	
Windows 8	X	X	X	
OS X	X	X	X	
iOS				X
Chrome OS				
Android				X

Other (please specify) or comments:

46. Indicate the delivery method your CAT/CBA deploys.

Stand alone on student computer

47. Indicate the expected bandwidth required per student for CAT.

Bandwidth per student - 56

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	

Participate in scoring hand-scored test questions	X

Comments:

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions		X
Participate in scoring hand-scored test questions		X

Comments: We do not have hand-scored items in the interim offering.

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	X	
Item Response Theory parameters and standard errors	X	
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)	X	
Student scaled scores with standard errors (including complete scoring histories)	X	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)	X	

Comments: Riverside holds itself to the highest technical and quality standards and embraces the tenets contained in the Joint Standards (APA, AERA, NCME), the Code of Fair Testing Practices (Joint Committee on Testing Practices, 1988), the Code of Professional Responsibilities (NCME, 1995), and the CCSSO/ATP Operational Best Practices (2013). Our current product plans allow for the functionality identified above.

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Test blueprints
Removal of problematic items from the pool of test questions
Test question development and review protocols
Scoring protocols
Data file formats
Reporting formats
Elements included on and excluded from reports
General assessment procedures
Assessment procedures for accommodated administrations
Assessment administration (e.g., test administration software)
Technology platforms supported (e.g., tablets, desktops, laptops, etc.)

Assessment scheduling

Psychometric properties for CAT administration

Psychometric properties of CBA forms

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

Yes

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall

ELA Subscores (e.g., Reading, Writing, etc.)

Mathematics Overall

Mathematics Subscores (e.g., Algebra, Problem-solving)

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - 24 to 48 hours for online; 15 to 20 days for paper-based testing.

Test results based on artificial intelligence-scored test questions - 24 to 48 hours for online

Test results based on hand-scored test questions - 6 weeks

Composite results based on all components - 8 weeks

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator	X	X	X
Ruler	X	X	X
Protractor	X	X	X
Compass			
Highlighter	X	X	X

Notepad

Magnifying glass

Describe other tools:

60. Into which languages are questions (items) translated or glossed?

None/not available

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

No

HMH has this product on our development roadmap.

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

Formative assessments are assessments for learning and are administered on an ongoing basis to improve the learning process. Lower-stakes in nature, formative assessment helps teachers learn how to adjust instruction to best match students' instructional needs and students learn where they need to spend more time to fully master the concepts or standards being assessed. The sole purpose of formative assessment is to improve the learning process.

64. Check the types of formative assessment resources in your repository. Check all that apply.

No Response

65. Enter the number of materials in your online formative assessment repository of each type:

No Response

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

No Response

67. Is there a quality control (peer review process or other) process in place for products in the repository?

No Response

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

No Response

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

No Response

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN

MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

Grade 3 HS SA - 1.25

Grade 3 HS ER - 2.00

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 1.35

Grade 4 HS ER - 2.15

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 1.35

Grade 5 HS ER - 2.15

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 1.35

Grade 6 HS ER - 2.15

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 1.45

Grade 7 HS ER - 2.30

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 1.45

Grade 8 HS ER - 2.30

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

Grade 9 HS SA - 1.45

Grade 9 HS ER - 2.45

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 1.55

Grade 10 HS ER - 2.45

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 1.55

Grade 11 HS ER - 2.45

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 1.55

Grade 12 HS ER - 2.45

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

Grade 3 HS SA - 1.75

Grade 3 HS ER - 2.50

Grade 4 HS SA - 1.85	
Grade 4 HS ER - 2.65	
Grade 5 HS SA - 1.85	
Grade 5 HS ER - 2.65	
Grade 6 HS SA - 1.85	
Grade 6 HS ER - 2.65	
Grade 7 HS SA - 1.95	
Grade 7 HS ER - 2.80	
Grade 8 HS SA - 1.95	
Grade 8 HS ER - 2.80	
Grade 9 HS SA - 1.95	
Grade 9 HS ER - 2.80	
Grade 10 HS SA - 2.05	
Grade 10 HS ER - 2.95	
Grade 11 HS SA - 2.05	
Grade 11 HS ER - 2.95	
Grade 12 HS SA - 2.05	
Grade 12 HS ER - 2.95	

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

Grade 3 HS SA - 2.25	
Grade 3 HS ER - 3.50	
Grade 3 AIS SA - 0	
Grade 3 AIS ER - 0	
Grade 4 HS SA - 2.35	
Grade 4 HS ER - 3.65	
Grade 4 AIS SA - 0	
Grade 4 AIS ER - 0	
Grade 5 HS SA - 2.35	
Grade 5 HS ER - 3.65	
Grade 5 AIS SA - 0	
Grade 5 AIS ER - 0	
Grade 6 HS SA - 2.50	
Grade 6 HS ER - 4.00	
Grade 6 AIS SA - 0	
Grade 6 AIS ER - 0	
Grade 7 HS SA - 2.50	
Grade 7 HS ER - 4.25	
Grade 7 AIS SA - 0	
Grade 7 AIS ER - 0	
Grade 8 HS SA - 2.50	
Grade 8 HS ER - 4.25	
Grade 8 AIS SA - 0	
Grade 8 AIS ER - 0	
Grade 9 HS SA - 2.50	
Grade 9 HS ER - 4.50	

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 2.50

Grade 10 HS ER - 4.50

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 2.50

Grade 11 HS ER - 4.50

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 2.50

Grade 12 HS ER - 4.50

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

Grade 3 HS SA - 2.75

Grade 3 HS ER - 4.00

Grade 4 HS SA - 2.85

Grade 4 HS ER - 4.15

Grade 5 HS SA - 2.85

Grade 5 HS ER - 4.15

Grade 6 HS SA - 3.00

Grade 6 HS ER - 4.50

Grade 7 HS SA - 3.00

Grade 7 HS ER - 4.75

Grade 8 HS SA - 3.00

Grade 8 HS ER - 4.75

Grade 9 HS SA - 3.00

Grade 9 HS ER - 5.00

Grade 10 HS SA - 3.00

Grade 10 HS ER - 5.00

Grade 11 HS SA - 3.00

Grade 11 HS ER - 5.00

Grade 12 HS SA - 3.00

Grade 12 HS ER - 5.00

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

Grade 3 HS SA - n/a

Grade 3 HS ER - n/a

Grade 3 AIS SA - n/a

Grade 3 AIS ER - n/a

Grade 4 HS SA - n/a

Grade 4 HS ER - n/a	
Grade 4 AIS SA - n/a	
Grade 4 AIS ER - n/a	
Grade 5 HS SA - n/a	
Grade 5 HS ER - n/a	
Grade 5 AIS SA - n/a	
Grade 5 AIS ER - n/a	
Grade 6 HS SA - n/a	
Grade 6 HS ER - n/a	
Grade 6 AIS SA - n/a	
Grade 6 AIS ER - n/a	
Grade 7 HS SA - n/a	
Grade 7 HS ER - n/a	
Grade 7 AIS SA - n/a	
Grade 7 AIS ER - n/a	
Grade 8 HS SA - n/a	
Grade 8 HS ER - n/a	
Grade 8 AIS SA - n/a	
Grade 8 AIS ER - n/a	
Grade 9 HS SA - n/a	
Grade 9 HS ER - n/a	
Grade 9 AIS SA - n/a	
Grade 9 AIS ER - n/a	
Grade 10 HS SA - n/a	
Grade 10 HS ER - n/a	
Grade 10 AIS SA - n/a	
Grade 10 AIS ER - n/a	
Grade 11 HS SA - n/a	
Grade 11 HS ER - n/a	
Grade 11 AIS SA - n/a	
Grade 11 AIS ER - n/a	
Grade 12 HS SA - n/a	
Grade 12 HS ER - n/a	
Grade 12 AIS SA - n/a	
Grade 12 AIS ER - n/a	

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

Grade 3 HS SA - n/a	
Grade 3 HS ER - n/a	
Grade 3 AIS SA - n/a	
Grade 3 AIS ER - n/a	
Grade 4 HS SA - n/a	
Grade 4 HS ER - n/a	
Grade 4 AIS SA - n/a	
Grade 4 AIS ER - n/a	
Grade 5 HS SA - n/a	

Grade 5 HS ER - n/a	
Grade 5 AIS SA - n/a	
Grade 5 AIS ER - n/a	
Grade 6 HS SA - n/a	
Grade 6 HS ER - n/a	
Grade 6 AIS SA - n/a	
Grade 6 AIS ER - n/a	
Grade 7 HS SA - n/a	
Grade 7 HS ER - n/a	
Grade 7 AIS SA - n/a	
Grade 7 AIS ER - n/a	
Grade 8 HS SA - n/a	
Grade 8 HS ER - n/a	
Grade 8 AIS SA - n/a	
Grade 8 AIS ER - n/a	
Grade 9 HS SA - n/a	
Grade 9 HS ER - n/a	
Grade 9 AIS SA - n/a	
Grade 9 AIS ER - n/a	
Grade 10 HS SA - n/a	
Grade 10 HS ER - n/a	
Grade 10 AIS SA - n/a	
Grade 10 AIS ER - n/a	
Grade 11 HS SA - n/a	
Grade 11 HS ER - n/a	
Grade 11 AIS SA - n/a	
Grade 11 AIS ER - n/a	
Grade 12 HS SA - n/a	
Grade 12 HS ER - n/a	
Grade 12 AIS SA - n/a	
Grade 12 AIS ER - n/a	

COMMON CORE
Assessment Options Report

Measured Progress

Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Tinamarie Skillings

Company: - Measured Progress

Address: - 100 Education Way

City/Town: - Dover

State: - NH

ZIP: - 03820

Country: - U.S.A.

Email Address: - skillings.tinamarie@measuredprogress.org

Phone Number: - 603 749-9102 ext. 2146

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

Measured Progress COMMON CORE™ Item Bank Measured Progress COMMON CORE™ Testlets Measured Progress COMMON CORE™ Benchmarks Measured Progress COMMON CORE™ Interim Assessments – available Fall, 2014

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

Writing

Listening

Speaking

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

Alignment is the degree of match between the content assessed on the test and the content defined by the academic standards. The Measured Progress COMMON CORE™ Assessments (including our Item Bank, Testlets, and Benchmarks) were designed specifically to measure the Common Core State Standards and therefore were aligned by design. Items and test forms have been built from the ground up and were not retrofitted to "back-align" to the Common Core. We designed each item and assessment product to meet the item specifications outlined in the Common Core State Standards in order to prepare students for success on next-generation summative assessments. Our Interim Assessment product offering, currently in development, will follow the same stringent alignment process. The selection of items that appear in COMMON CORE test forms requires careful examination and a balance of numerous elements. Measured Progress content experts rely on our 30-year adherence to industry best practices and follow the principles of Universal Design and evidence-centered design for item development and test construction to ensure assessments: • Allow participation of the widest range of possible students, and to result in valid inferences about performance for all students who participate in the assessment. • Align with the cognitive rigor expected within the standards. • Ensure balance of representation and coverage of the standards • Integrate mathematical and literary practices and higher-order thinking skills. • Elicit evidence of student understanding. • Provide information to identify gaps in student understanding and monitor growth. • Provide results that can be used to inform instruction. • Measure performance as an indicator of college and career readiness. Close alignment to the Common Core ensures that students have a fair opportunity to demonstrate their knowledge and understanding. Suggested reference documents linked to Response #4: Please paste

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Content alignment includes broad content match, range of coverage, and balance of coverage. Broad content match, described as categorical congruence by Webb (1997) , is the degree to which items measure the content specified by broad content standards. Since most standards cover a wide range of content, the standards are defined by many specific performance indicators or objectives. Broad content match does not determine the degree to which indicators or objectives are adequately addressed. Range of coverage refers to how well items address the content specified by the more detailed indicators. An aligned assessment must include items addressing content that is spread across the indicators. Similarly, we judge the balance of coverage at the indicator level based on a match between emphasis in test content and emphasis prescribed in the Common Core State Standards. For each assessment made available in Measured Progress COMMON CORE Assessments our content experts ensure that an acceptable level of coverage, or match, is determined. Broad content match provides a very general indication of alignment by determining the degree to which a test (or pool of test questions) addresses the same content categories articulated by the content standards. Webb (2002) suggests that broad content match is achieved if an assessment includes at least six items that measure content from each standard. Measured Progress followed and will continue to be guided by this protocol for all COMMON CORE product development. As described by Webb, range of coverage may be acceptable if at least half of the objectives for a standard are assessed. This target assumes that the objectives are all of equal importance. Alignment requires more than fulfilling test blueprints and assuring that criteria for content representation and cognitive complexity are met. Overview of Measured Progress COMMON CORE Product Specifications The design of each COMMON CORE Assessments product is based on the purpose and the intended use of the results. Each assessment is built with specific content representation, cognitive complexity, and statistical quality within and across forms. The following criteria are used to develop Measured Progress COMMON CORE Assessments: • Test design: The test design is created based on the intended goal of the assessment and the administration guidelines. We create test form blueprints for each grade and content area based on the test design. The blueprints specify the content area and domains being assessed and provide an overview of standards, item counts, item types, DoK levels represented in each form. • Content coverage. The preliminary sorting of items within a set focuses on the range of content category coverage per content-area session per form. For reading assessments, this includes considerations of genre and length of passages to be distributed across forms. • Item difficulty. Items in the Measured Progress COMMON CORE Assessments include performance statistics from field testing efforts. • Length / complexity. We make test construction decisions based on the balance in 'density' across all sessions and forms. This involves the overall length as well as the overall complexity of each session of a test. • Reading load. Text complexity, diversity and the amount of reading load is considered across forms. Suggested reference documents linked to Response #5: Please paste http://www.measuredprogress.org/group/mi-rfi into your browser address window; use Username Michigan.RFI; use Password Michigan577; and view each of the following reference documents: COMMON CORE Item Bank Overview Benchmarks Test blueprints—Math Benchmarks Test blueprints—Reading COMMON CORE Standards Pacing Guide—Math COMMON CORE Standards Pacing Guide—Reading COMMON CORE Testlets blueprints – Math COMMON CORE Testlets blueprints - Reading The Alignment of State Standards and Assessments in Elementary Reading Depth of Knowledge Content Levels for Four Content Areas: Norman Webb

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

The Common Core State Standards require high-level cognitive demand, such as requiring students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Alignment requires the breadth and depth of knowledge reflected in the items to match the breadth and depth communicated by the standards. Measured Progress closely analyzed the assessment targets and indicators for each Common Core standard to determine the depth of knowledge required to master the content. Measured Progress uses Webb's Depth of Knowledge to categorize the cognitive complexity of our COMMON CORE Assessments products, including all items included in the Item Bank, Testlets, and Benchmarks. Depth of Knowledge levels will also be identified for each item in future COMMON CORE Interim Assessments. Suggested reference documents linked to Response #6: Please paste http://www.measuredprogress.org/group/mi-rfi into your browser address window; use Username Michigan.RFI; use Password Michigan577; and view each of the following reference documents: Smarter Balanced Item Specifications Document, page 21, Table 4, A "Snapshot" of the Cognitive Rigor Matrix for Mathematics Smarter Balanced Item Specifications Document, page 21-22, Table 5; A "Snapshot" of the Cognitive Rigor Matrix for English Language Arts Depth of Knowledge Content Levels for Four Content Areas: Norman Webb

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page

location and line or paragraph heading location.

Balance-of-representation addresses the relative coverage of content categories (standards or objectives within standards) by items in a test – i.e., the degree to which one standard or objective is given more emphasis in the assessment than another. The design of each of the assessments included in COMMON CORE Assessments was based on the purpose and the intended use of the results. Each assessment was built with specific content representation, cognitive complexity, and statistical quality within and across forms. We have provided via the reference document portal the test blueprints of the COMMON CORE Testlets and Benchmarks to show the balance of representation across these forms. Below, we describe our general approach to ensuring balance of representation in the reading and math content areas. Reading Assessments: • Following a key shift in how the Common Core Reading standards should be assessed, standards are grouped holistically across the forms for assessing standards related to both literary and informational texts. Standards from the key anchor clusters of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas are integrated throughout each of the forms in a grade level. • Reader tasks and text complexity increase throughout the forms. Math Assessments: • Content representation follows a logical sequence that coincides with the math learning progressions inherent to the Common Core math standards. • Each of the forms within a grade level addresses standards that are a major focus and conceptually connected within each domain. • Some of the standards are repeated in the forms. This repetition helps to provide conceptual bridges between forms and administrations. • Cluster designation was considered in our test designs. (Clusters are groups of related math standards). Because content is not equally emphasized in each of the standards, the cluster designation provides focus and coherence to teaching and assessing the standards. Clusters have been identified as major, supporting, or additional, and how these clusters are represented in each of the forms. Suggested reference documents linked to Response #7: Please paste http://www.measuredprogress.org/group/mi-rfi into your browser address window; use Username Michigan.RFI; use Password Michigan577; and view each of the following reference documents: Benchmarks Test blueprints–Math Benchmarks Test blueprints–Reading COMMON CORE Standards Pacing Guide–Math COMMON CORE Standards Pacing Guide–Reading COMMON CORE Testlets blueprints – Math COMMON CORE Testlets blueprints – Reading

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

Experts who understand curriculum, assessment, the Common Core State Standards, and content-specific teaching established the criteria for COMMON CORE item review and feedback on all the items in Measured Progress Common Core Assessments. Items in the Item Bank and in our Benchmarks and Testlets forms were reviewed by a national advisory panel that Measured Progress enlisted consisting of educators with varying roles—from classroom teachers to district- and state-level assessment content experts. English language arts and mathematics teachers and/or curriculum and assessment coordinators have been participants in item reviews. This same representative group will ensure that future items and test forms developed as part of any future COMMON CORE content offering represent a diverse spectrum.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

Bias and sensitivity reviews also play a critical role in assessing alignment quality. Measured Progress content specialists and experienced educators who work with diverse populations of students (such as English language learners, students with disabilities, etc.) will be included in the bias and sensitivity review of any future COMMON CORE content development. The Item Bias Review and Passage Review committees provide additional opportunities for evaluating item alignment. The Item/Bias Review committee, for example, will be asked to consider alignment as one of its criteria for judging the appropriateness of an item for inclusion in the COMMON CORE Interim Assessments field test. Items will be edited as part of the committee process (if appropriate) to bring an item into alignment. Following field testing, during data review, Measured Progress will evaluate the item and its performance in light of its alignment.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X		X	X
Grade 4	X		X	X
Grade 5	X		X	X
Grade 6	X		X	X
Grade 7	X		X	X
Grade 8	X		X	X
Grade 9	X			X
Grade 10	X			X
Grade 11	X			X

	Grade 12
Comments:	

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X		X	X
Grade 4	X		X	X
Grade 5	X		X	X
Grade 6	X		X	X
Grade 7	X		X	X
Grade 8	X		X	X
Grade 9	X			X
Grade 10	X			X
Grade 11	X			X
Grade 12				
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Single fixed form
Embedded field tests
Stand alone field tests
Multiple fixed form

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X				
Short Answer	X	X	X	X	X	X				
Essay/Constructed Response	X	X	X	X	X	X				
Performance Assessment	X	X	X	X	X	X				
Matching	X	X	X	X	X	X				
True/False	X	X	X	X	X	X				
Drag and Drop	X	X	X	X	X	X				
Locate areas/regions	X	X	X	X	X	X				

Matrix questions	
Other methods	
Comments:	

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X				
Short Answer										
Essay/Constructed Response	X	X	X	X	X	X				
Performance Assessment	X	X	X	X	X	X				
Matching	X	X	X	X	X	X				
True/False	X	X	X	X	X	X				
Drag and Drop	X	X	X	X	X	X				
Locate areas/regions	X	X	X	X	X	X				
Matrix questions										
Other methods										
Comments:										

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X
Comments:			

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

Because the Measured Progress offering for summative assessment in 2014-2015 and beyond is a secure item pool to be used as the basis for state assessment programs, it is anticipated that alignment activities will be state-specific or cross-states in structure as opposed to the generic foundation for a "standard" product. Currently under development, the secure item pool is based entirely on the Common Core Standards and is comprised of entirely newly developed content. There is no back-alignment of pre-existing content being utilized for this purpose. Whereas content alignment, depth of knowledge, and balance of representation are clearly fundamental to the development of our secure item pool, and evidence will be gathered in 2014 to substantiate the alignment, these activities are still being planned. Further, given this design and requirements that we are noting from multiple states, we can assure the state that all of the item types identified in this survey will be available from Measured Progress. However, lacking a test blueprint there is no way in which to provide a cost estimate or state the number of various item types to be included in such cost estimates without future input from the state. Therefore, all survey questions requesting this information for a "standard" summative assessment have been left unanswered at this time. This is true for both English Language Arts and Mathematics at grade ranges 3-8 and 9-12. Measured Progress is interested in discussing options for meeting the state's expectations for quality "standard" summative assessments in 2014–2015 and beyond.

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

No Response

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

Measured Progress is currently developing and planning field testing for Common Core-aligned Interim Assessments for grades 3 through 8. We plan for these tests to be administration-ready in November of 2014. A technical report is not yet available, but our planned activities for evaluating alignment are tentatively as follows:

• Recruit reviewers – June/July, 2014
• Conduct item review – August, 2014
• Collect responses from reviewers – August, 2014
• Final item pull/selections/form construction – September, 2014

26. For grades 3 through 8 assessments, indicate the types of interim assessments tha t will be available. Check all that apply.

Anytime summative clone (e.g., based on full set of current-grade content)

Customizable unit-based (e.g., portion of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

More than three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments wi ll be provided online only. For purpose of estimating per student costs, please assume 60,0 00 students per grade taking the interim assessments. Your estimate must be based on your STANDAR D common core interim assessment of Mathematics and ELA that contains all item types th at you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - $5.70/student - platform and content

Grade 4 for CAT/CBA - $5.70/student - platform and content

Grade 5 for CAT/CBA - $5.70/student - platform and content

Grade 6 for CAT/CBA - $5.70/student - platform and content

Grade 7 for CAT/CBA - $5.70/student - platform and content

Grade 8 for CAT/CBA - $5.70/student - platform and content

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 16

Grade 3 HS ER - 8

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 16

Grade 4 HS ER - 8

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 16

Grade 5 HS ER - 8

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 16

Grade 6 HS ER - 8

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 16

Grade 7 HS ER - 8

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 16

Grade 8 HS ER - 8

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 8

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 8

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 8

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 8

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

| Grade 7 HS SA - 0 |
| Grade 7 HS ER - 8 |
| Grade 7 AIS SA - 0 |
| Grade 7 AIS ER - 0 |
| Grade 8 HS SA - 0 |
| Grade 8 HS ER - 8 |
| Grade 8 AIS SA - 0 |
| Grade 8 AIS ER - 0 |

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

Because the Measured Progress offering for summative assessment in 2014-2015 and beyond is a secure item pool to be used as the basis for state assessment programs, it is anticipated that alignment activities will be state-specific or cross-states in structure as opposed to the generic foundation for a "standard" product. Currently under development, the secure item pool is based entirely on the Common Core Standards and is comprised of entirely newly developed content. There is no back-alignment of pre-existing content being utilized for this purpose. Whereas content alignment, depth of knowledge, and balance of representation are clearly fundamental to the development of our secure item pool, and evidence will be gathered in 2014 to substantiate the alignment, these activities are still being planned. Further, given this design and requirements that we are noting from multiple states, we can assure the state that all of the item types identified in this survey will be available from Measured Progress. However, lacking a test blueprint there is no way in which to provide a cost estimate or state the number of various item types to be included in such cost estimates without future input from the state. Therefore, all survey questions requesting this information for a "standard" summative assessment have been left unanswered at this time. This is true for both English Language Arts and Mathematics at grade ranges 3-8 and 9-12. Measured Progress is interested in discussing options for meeting the state's expectations for quality "standard" summative assessments in 2014–2015 and beyond.

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

No Response

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

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37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

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38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

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39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

Measured Progress plans to develop and field-test Common Core-aligned Interim Assessments for high school during the 2014-2015 school year. We plan for these to be administration-ready in the fall of 2015 for the 2015-2016 school year. A technical report is not yet available, but our planned activities for evaluating alignment are tentatively as follows: Recruit reviewers – June/July, 2015 Conduct item review – August, 2015 Collect responses from reviewers – August, 2015 Final item pull/selections/ forms construction – September, 2015

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40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Customizable unit-based (e.g., a customizable portion of current-grade content)

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41. How many times can the Grades 9-12 Interim Assessment be given?

No Response

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42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

TBD

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43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

No Response

46. Indicate the delivery method your CAT/CBA deploys.

No Response

47. Indicate the expected bandwidth required per student for CAT.

No Response

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	
Participate in scoring hand-scored test questions	X	

Comments:

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	

Participate in scoring hand-scored test questions	**X**

Comments: Off the shelf can be modified but the existing instrument cannot be changed.

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	**X**	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	**X**	
Item Response Theory parameters and standard errors	**X**	
Student raw scores	**X**	
Student theta scores with standard errors (including complete scoring histories)	**X**	
Student scaled scores with standard errors (including complete scoring histories)	**X**	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)	**X**	

Comments: First and last response are dependent on the system

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Test blueprints
Removal of problematic items from the pool of test questions
Test question development and review protocols

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

Yes

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall
Mathematics Overall

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - Immediate raw scores
Test results based on artificial intelligence-scored test questions - N/A
Test results based on hand-scored test questions - Several weeks depending on expectations for hand-scoring
Composite results based on all components - Several weeks depending on expectations for hand-scoring

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Embedded text-to-speech

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Embedded text-to-speech

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

Line reader

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator			X
Ruler	X		X
Protractor	X		X
Compass			
Highlighter			X
Notepad			X
Magnifying glass			X
Describe other tools:			

60. Into which languages are questions (items) translated or glossed?

None/not available

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

Yes

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

Measured Progress subscribes to, and is guided by, the working definition of formative assessment published by the Council of Chief State School Officers in "Attributes of Effective Formative Assessment" (2008). It reads as follows: "Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes." We view COMMON CORE Testlets as formative assessment resources that guide teachers and students in the transition from their state accountability standards to the Common Core State Standards. Embedded with each Reading and Math Testlet is a set of learning targets and formative tools that can be used to support classroom formative assessment practices. The guides and templates are provided with the Testlets to help students monitor their own learning through self assessment and help teachers to use feedback to adjust instruction. Suggested reference documents linked to Response #63: Please paste http://www.measuredprogress.org/group/mi-rfi into your browser address window; use Username Michigan.RFI; use Password Michigan577; and view the following reference documents: Annotated Guide to COMMON CORE Testlets Sample Formative Assessment Tools

64. Check the types of formative assessment resources in your repository. Check all that apply.

Formative assessment tools (e.g. checklists, worksheets, electronic tools)

Professional development modules for administrators

Professional development modules for teachers

65. Enter the number of materials in your online formative assessment repository of each type:

Formative assessment in development.

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

No

67. Is there a quality control (peer review process or other) process in place for products in the repository?

Yes

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

Internal Reviews Our Content Design and Development (CDD) specialists review items and performance assessments for cognitive demand, range of knowledge, content accuracy, standard alignment, item bias, grade level appropriateness, quality, adherence to client expectations and specifications, and Universal Design. If necessary, items are rewritten to comply with a product's specifications. After content edits and reviews by content specialists, new items are reviewed by editors in our Publishing department. The editors ensure that the new items contain correct language usage, punctuation, and spelling. The editors also review the items for technical quality with respect to wording, graphics, options, and adherence to the client style guides. External Reviews Measured Progress recognizes the key role that the Content Advisory Committee (CAC) and Fairness and Sensitivity Committee reviews play in item development. Content Advisory Committees Content Advisory Committee (CAC) meetings are normally held annually and include program management, subject-area development staff from the Measured Progress team, as well as representatives from client staff. During content review, items and tasks are reviewed and edited. At a minimum, the followings areas are assessed: • Alignment to content specifications • Content accuracy • Accessibility and Universal Design • Grade-level appropriateness • Bias / sensitivity / fairness • Conformance to item / task specifications and style guides • Best practices in item / task development Considering each of these issues helps review-committee members identify items that do not meet the standards for quality established by the client. Fairness and Sensitivity Review Fairness and sensitivity reviews by educators and other assessment stakeholders play an important role in establishing the validity of each test while simultaneously providing invaluable input and involvement from those stakeholders. Fairness review meetings are held annually for product development staff from the Measured Progress team, representatives from the Fairness and Sensitivity committee members. Committee members are selected to represent the broad diversity of the states' student populations. Given the diversity of student populations, the assessments are designed to be fair for all groups of test takers, despite differences in characteristics including, but not limited to, disability status, ethnic group, gender, regional background, native language, race, religion, sexual orientation, and socioeconomic status. Accordingly, test materials are reviewed for fairness to ensure they are as free as possible of unnecessary barriers to the success of diverse groups of test takers. Such unnecessary barriers can be reduced by following some fundamental rules: • Do not measure irrelevant knowledge or skill. • Do not anger, offend, upset, or otherwise distract test takers. • Treat all groups of people with appropriate respect in test materials. Suggested reference documents linked to Response #68: Please paste http://www.measuredprogress.org/group/mi-rfi into your browser address window; use Username Michigan.RFI; use Password Michigan577; and view the following reference document: National Item Review Committee - Item Review Criteria

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

N/A Access will be available through licensing fee

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS

For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

Grade 3 HS SA - 0.23

Grade 3 HS ER - 0.57

Grade 3 AIS SA - N/A

Grade 3 AIS ER - N/A

Grade 4 HS SA - 0.23

Grade 4 HS ER - 0.57

Grade 4 AIS SA - N/A

Grade 4 AIS ER - N/A

Grade 5 HS SA - 0.23

Grade 5 HS ER - 0.57

Grade 5 AIS SA - N/A

Grade 5 AIS ER - N/A

Grade 6 HS SA - 0.25

Grade 6 HS ER - 0.55

Grade 6 AIS SA - N/A

Grade 6 AIS ER - N/A

Grade 7 HS SA - 0.25

Grade 7 HS ER - 0.55

Grade 7 AIS SA - N/A

Grade 7 AIS ER - N/A

Grade 8 HS SA - 0.25

Grade 8 HS ER - 0.55

Grade 8 AIS SA - N/A

Grade 8 AIS ER - N/A

Grade 9 HS SA - 0.30

Grade 9 HS ER - 0.58

Grade 9 AIS SA - N/A

Grade 9 AIS ER - N/A

Grade 10 HS SA - 0.30

Grade 10 HS ER - 0.58

Grade 10 AIS SA - N/A

Grade 10 AIS ER - N/A

Grade 11 HS SA - 0.30

Grade 11 HS ER - 0.58

Grade 11 AIS SA - N/A

Grade 11 AIS ER - N/A

Grade 12 HS SA - 0.30

Grade 12 HS ER - 0.58

Grade 12 AIS SA - N/A

Grade 12 AIS ER - N/A

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

Grade 3 HS SA - 0.39

Grade 3 HS ER - 0.56

Grade 3 AIS SA - N/A

Grade 3 AIS ER - N/A

Grade 4 HS SA - 0.39

Grade 4 HS ER - 0.56

Grade 4 AIS SA - N/A

Grade 4 AIS ER - N/A

Grade 5 HS SA - 0.39

Grade 5 HS ER - 0.56

Grade 5 AIS SA - N/A

Grade 5 AIS ER - N/A

Grade 6 HS SA - 0.39

Grade 6 HS ER - 0.56

Grade 6 AIS SA - N/A

Grade 6 AIS ER - N/A

Grade 7 HS SA - 0.39

Grade 7 HS ER - 0.56

Grade 7 AIS SA - N/A

Grade 7 AIS ER - N/A

Grade 8 HS SA - 0.49

Grade 8 HS ER - 0.73

Grade 8 AIS SA - N/A

Grade 8 AIS ER - N/A

Grade 9 HS SA - 0.49

Grade 9 HS ER - 0.73

Grade 9 AIS SA - N/A

Grade 9 AIS ER - N/A

Grade 10 HS SA - 0.49

Grade 10 HS ER - 0.73

Grade 10 AIS SA - N/A

Grade 10 AIS ER - N/A	
Grade 11 HS SA - 0.49	
Grade 11 HS ER - 0.73	
Grade 11 AIS SA - N/A	
Grade 11 AIS ER - N/A	
Grade 12 HS SA - 0.49	
Grade 12 HS ER - 0.73	
Grade 12 AIS SA - N/A	
Grade 12 AIS ER - N/A	

COMMON CORE
Assessment Options Report

NWEA

Letter

November 11, 2013

Michigan Department of Education
Office of Standards and Quality Assessments
608 W. Allegan Street
P.O. Box 20008
Lansing, MI 48909
Attn: Vince Dean

Dr. Dean,

Northwest Evaluation Association (NWEA) recognizes the release of the Request for Information (RFI) for statewide assessment of students on the Common Core Standards as representative of the Department's ongoing commitment to identify affordable and efficient methods of measuring student achievement and progress toward mastery of the CCSS throughout the state. After careful review and evaluation of this RFI, however, NWEA has determined that at this time it cannot respond.

While the inquiry seeks factual information and supportable evidence, the format of the survey is such that it does not allow for the consideration of alternative methods of assessment. It instead restricts the type of information to a very traditional and limited range. As such, NWEA is placed in an unfortunate position of not being able to respond to your inquiry with what we believe is a groundbreaking new approach to summative and interim assessment.

NWEA has developed an efficient and cost effective alternative to state-level summative and interim assessments that measures both achievement and growth with a test design that surpasses the outcomes of typical summative and interim assessments with a single, time-saving test. This "blended-model" test design has been used successfully in the state of Utah, where it was federally reviewed and approved. This solution not only provides valuable data about student achievement and growth, but can also be a predictive tool linking to college readiness assessments like the ACT. Because this solution is founded on the use of NWEA's highly stable and proven scale, and built on national data, it provides data that is incredibly valid and reliable. In addition to Utah, our blended-model test design has also been adopted by the Bureau of Indian Education for administration in schools throughout the United States and studies of these tests have proven this reliability.

By leveraging the advantages of adaptive testing, NWEA can administer this test in approximately 60 minutes per content area and deliver rich, usable data to all stakeholders. It also provides a comprehensive solution, ranging from administration to professional development to reporting, that is dramatically less expensive than what can be provided by other assessment providers in terms of both the test design and the support services required to administer other tests.

What we offer with this test design is unique and not like other state assessment systems; it goes beyond mere accountability measurement by providing not only performance data but instructionally helpful data

about each student. It also promises to stabilize assessments through this time of change because of its established scale. It is however unfortunate that the structure of this RFI will not allow the consideration of alternate assessments and limits what the state could consider as possible assessment solutions.

We believe that we could assist you in benefiting students and educators with a more affordable and innovative assessment that can promise larger returns than simple summative and benchmark accountability scores. Because of the format of his RFI, we are concerned that the state is missing the chance to hear about NWEA's unique and leading-edge solution.

NWEA appreciates all that the state of Michigan has done to support the improvement of education for its stakeholders and we have historically partnered closely with districts throughout the state to ensure that educators and students receive the support and good data that they all need to reach their individual goals. We hope that in the future NWEA will have an opportunity to continue work with the state, and with your districts, to ensure that educators and students receive effective assessment solutions that value efficiencies of classroom time and respect the limitations of education budgets while delivering the highest quality and most useful summative and growth data possible for all stakeholders.

At any point in time, we welcome the opportunity to speak with you about our blended model and innovative assessment approaches.

Sincerely,

Matt Chapman
President and CEO, Northwest Evaluation Association

COMMON CORE
Assessment Options Report

PARCC

Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Laura Slover	
Company: - PARCC, INC.	
Address: - 1400 16th Street Northwest #510	
City/Town: - Washington	
State: - DC	
ZIP: - 20036	
Country: - USA	
Email Address: - lslover@achieve.org	
Phone Number: - (202) 419-1540	

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

The PARCC assessment have six priority purposes, which are driving the design of the system. The priority purposes of PARCC Assessments are: 1.Determine whether students are college- and career-ready or on track 2.Assess the full range of the Common Core Standards, including standards that are difficult to measure 3.Measure the full range of student performance, including the performance high- and low-performing students 4.Provide data during the academic year to inform instruction, interventions and professional development 5.Provide data for accountability, including measures of growth 6.Incorporate innovative approaches throughout the assessment system To address the priority purposes, PARCC will develop an assessment system comprised of multiple components. Each component will be computer-delivered and will use technology to incorporate innovations. •Two summative, required assessment components designed to:◦Make "college- and career-readiness" and "on-track" determinations, ◦Measure the full range of standards and full performance continuum, and ◦Provide data for accountability uses, including measures of growth. •Two non-summative, optional assessment components designed to:◦Generate timely information for informing instruction, interventions, and professional development during the school year. •In English language arts/literacy, an additional non-summative component will assess students' speaking and listening skills. This component is required, but the score is not included in the summative score. This component will be locally scored. PARCC will also use technology throughout the design and implementation of the assessment system. The overall assessment system design will include a mix of constructed response items, performance-based tasks, and computer-enhanced, computer-scored items. The PARCC assessments will be administered via computer, and a combination of automated scoring and human scoring will be employed. K-2 Formative Assessments To help states measure student knowledge and skills at the lower grades, the Partnership will develop an array of assessment resources for teachers of grades K–2 that are aligned to the Common Core State Standards, and vertically aligned to the PARCC assessment system. The tasks will consist of developmentally-appropriate assessment types, such as observations, checklists, classroom activities, and protocols, which reflect foundational aspects of the Common Core State Standards. The K-2 formative assessment tools aim to help create a foundation for students and put them on the track to college and career readiness in the early years. These K-2 assessment tools will help educators prepare students for later grades and provide information for educators about the knowledge and skills of the students entering third grade, allowing classroom teachers and administrators to adjust instruction as necessary. These tools also will help states fully utilize the Common Core State Standards across the entire K-12 spectrum. The 3-8 PARCC assessments will be delivered at each grade level and will be based directly on the Common Core State Standards. The distributed PARCC design includes four components - two required summative and two optional non-summative - to provide educators with timely feedback to inform instruction and provide multiple measures of student achievement across the school year. Summative Assessment Components: •Performance-Based Assessment (PBA) administered after approximately 75% of the school year. The English language arts/literacy (ELA/literacy) PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools. •End-of-Year Assessment (EOY) administered after approximately 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The mathematics EOY will call on students to demonstrate further conceptual understanding of the Major Content and Additional and Supporting Content of the grade/course (as outlined in the PARCC Model Content Frameworks), and demonstrate mathematical fluency, when applicable to the grade. Non-Summative Assessment Components: •Diagnostic Assessment designed to be an indicator of student

knowledge and skills so that instruction, supports, and professional development can be tailored to meet student needs. •Mid-Year Assessment (MYA) comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including the MYA as a summative component. •Speaking and Listening Assessment (ELA/literacy only) designed to be an indicator of students' ability to communicate their own ideas, listen to and comprehend the ideas of others, and to integrate and evaluate information from multimedia sources. The 3-8 assessments will include a range of item types, including innovative constructed response, extended performance tasks, and selected response (all of which will be computer based). The high school PARCC assessments will be based directly on the Common Core State Standards The distributed PARCC design includes four components - two required summative and two optional non-summative - to provide educators with timely feedback to inform instruction and provide multiple measures of student achievement across the school year. PARCC states have endorsed a grade-based design in English language arts/literacy (ELA/literacy) and both a course-based and integrated design in mathematics. Summative Assessment Components: •Performance-Based Assessment (PBA) administered after approximately 75% of the school year. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on expressing mathematical reasoning and modeling real-world problems. •End-of-Year Assessment (EOY) administered after approximately 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The mathematics EOY will call on students to demonstrate further conceptual understanding of the Major Content and Additional and Supporting Content of the grade/course (as outlined in the PARCC Model Content Frameworks). Non-Summative Assessment Components: •Diagnostic Assessment designed to be an indicator of student knowledge and skills so that instruction, supports, and professional development can be tailored to meet student needs. •Mid-Year Assessment (MYA) comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including the MYA as a summative component. •Speaking and Listening Assessment (ELA/literacy only) designed to be an indicator of students' ability to communicate their own ideas, listen to and comprehend the ideas of others, and to integrate and evaluate information from multimedia sources. The high school assessments will include a range of item types, including innovative constructed response, extended performance tasks, and selected response (all of which will be computer based). In addition, there will be college-ready cut scores on high school tests in mathematics and ELA/Literacy, which will signify whether students are ready for entry-level, credit-bearing college coursework. Earlier tests will be aligned vertically to ensure students are on - and stay on - the track to graduating ready for college and careers.

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

| Mathematics |
| Reading |
| Writing |
| Listening |
| Speaking |

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

PARCC MODEL CONTENT FRAMEWORKS As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing model content frameworks for mathematics and English language arts/literacy (ELA/literacy) to serve as a bridge between the Common Core State Standards and the PARCC assessments. PARCC developed the Model Content Frameworks to help: •Inform development of item specifications and blueprints for the PARCC assessments, and •Support implementation of the Common Core State Standards. The PARCC Model Content Frameworks were developed through a state-led process that included mathematics and ELA/literacy content experts in PARCC member states and members of the Common Core State Standards writing team. Although the primary purpose of the Model Content Frameworks is to provide a frame for the PARCC assessments, they also are voluntary resources to help educators and those developing curricula and instructional materials. Users are advised to have a copy of the Common Core State Standards available for use in conjunction with the Model Content Frameworks. http://www.parcconline.org/parcc-model-content-frameworks http://www.parcconline.org/mcf/mathematics/grades-3-8-standards-analysis http://www.parcconline.org/mcf/mathematics /course-specific-analysis PARCC has released a set of test specification documents, including assessment blueprints and evidence statement tables, to help educators and the general public better understand the design of the PARCC assessments. Blueprints are a series of documents that together describe the content and structure of an assessment. These documents define the total number of tasks and/or items for any given assessment component, the standards measured, the item types, and the point values for each Evidence statement tables and evidence statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the Common Core State Standards, and highlight their advances especially around the coherent nature of the standards. http://www.parcconline.org/assessment-blueprints-test-specs

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

PARCC has released a set of test specification documents, including assessment blueprints and evidence statement tables, to help educators and the general public better understand the design of the PARCC assessments. Blueprints are a series of documents that together describe the content and structure of an assessment. These documents define the total number of tasks and/or items for any given assessment component, the standards measured, the item types, and the point values for each Evidence statement tables and evidence statements describe the knowledge and skills that an

assessment item or a task elicits from students. These are aligned directly to the Common Core State Standards, and highlight their advances especially around the coherent nature of the standards. http://www.parcconline.org/assessment-blueprints-test-specs PARCC's Alignment to the Common Core PARCC assessments will be tightly aligned to the Common Core State Standards and grounded in the key shifts at the heart of the Common Core State Standards. There are three shifts in English language arts (ELA)/literacy, described below. These are shifts the Standards require of teachers and students – and they will be reflected in the PARCC assessments as well. This will help ensure that the assessments mirror the expectations of the classroom. Common Core Shifts for ELA/Literacy 1.Complexity: The standards require regular practice with complex text and its academic language 2.Evidence: The standards emphasize reading and writing grounded in evidence from text, both literary and informational 3.Knowledge: The standards require building knowledge through content rich non-fiction PARCC's Alignment to the Common Core PARCC assessments will be tightly aligned to the Common Core State Standards. There are three shifts in mathematics, described below. These are shifts the Standards require of teachers and students – and they will be reflected in the PARCC assessments as well. This will help ensure that the assessments mirror the expectations of the classroom. Common Core Shifts for Mathematics 1.Focus: The standards focus in on the key content, skills and practices at each grade level 2.Coherence: Content in the standards builds across the grades, and major topics are linked within grades 3.Rigor: In major topics, the standards highlight conceptual understanding, procedural skill and fluency, and application

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

PARCC's cognitive complexity and text complexity frameworks have been created to address these needs. These documents and their application will ensure PARCC assessments measure a range of depth of knowledge. http://www.parcconline.org/ela-plds http://www.parcconline.org/math-plds Evidence statement tables and evidence statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the Common Core State Standards, and highlight their advances especially around the coherent nature of the standards. http://www.parcconline.org/assessment-blueprints-test-specs

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

PARCC developed the Model Content Frameworks to help: •Inform development of item specifications and blueprints for the PARCC assessments, and •Support implementation of the Common Core State Standards. http://www.parcconline.org/parcc-model-content-frameworks

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

PARCC is leveraging a range of committees to provide the technical guidance and advice necessary for a successful design, development and implementation of the new assessment system PARCC's committees – which will be of varying sizes, compositions and charges – will tackle the technical issues (e.g., how to ensure PARCC is accessible to and accommodates all students), the implementation issues (e.g., how states can best transition to computer-based assessments), and the policy issues (e.g., what PARCC means for state policy), as well as the internal governance challenges associated with organizing a consortium of states around a new, next-generation assessment system. http://www.parcconline.org/parcc-committees

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

PARCC is leveraging a range of committees to provide the technical guidance and advice necessary for a successful design, development and implementation of the new assessment system PARCC's committees – which will be of varying sizes, compositions and charges – will tackle the technical issues (e.g., how to ensure PARCC is accessible to and accommodates all students), the implementation issues (e.g., how states can best transition to computer-based assessments), and the policy issues (e.g., what PARCC means for state policy), as well as the internal governance challenges associated with organizing a consortium of states around a new, next-generation assessment system. States have provided educators and specialists to the committee structure. These committees include but not limited to: Content Operational Working Groups, Test Administration Working Group, Technical Content Working Group, the Bias and Sensitivity Committee, the Committees of Local Educators, and the Core Leadership Group. http://www.parcconline.org /parcc-committees

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories

(coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X		X	X
Grade 4	X		X	X
Grade 5	X		X	X
Grade 6	X		X	X
Grade 7	X		X	X
Grade 8	X		X	X
Grade 9	X		X	X
Grade 10	X		X	X
Grade 11	X		X	X
Grade 12				
Comments:				

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X		X	X
Grade 4	X		X	X
Grade 5	X		X	X
Grade 6	X		X	X
Grade 7	X		X	X
Grade 8	X		X	X
Grade 9	X		X	X
Grade 10	X		X	X
Grade 11	X		X	X
Grade 12				
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Single fixed form
Multiple forms, equivalent assessments
Multiple forms, different grade level matrixed blocks
Embedded field tests

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment	X	X	X	X	X	X	X	X	X	X

Matching										
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	X
Locate areas/regions	X	X	X	X	X	X	X	X	X	X
Matrix questions	X	X	X	X	X	X	X	X	X	X
Other methods	X	X	X	X	X	X	X	X	X	X
Comments:										

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	—
Short Answer	X	X	X	X	X	X	X	X	X	
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	
Performance Assessment	X	X	X	X	X	X	X	X	X	
Matching										
True/False										
Drag and Drop	X	X	X	X	X	X	X	X	X	
Locate areas/regions	X	X	X	X	X	X	X	X	X	
Matrix questions	X	X	X	X	X	X	X	X	X	
Other methods	X	X	X	X	X	X	X	X	X	
Comments:										

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

No Response

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

No Response

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X
Comments:			

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

http://www.parcconline.org/spring-2013-item-development-research http://www.parcconline.org/2014-field-test-and-related-research

19. Will an equivalent form using different test questions be available for students as needed (e.g.,

for misadministrations)?

Yes

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20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

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21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 3 for CAT/CBA - $30 Cost includes future item development.

Grade 3 for P&P - $34 Cost includes future item development.

Grade 4 for CAT/CBA - $30 Cost includes future item development.

Grade 4 for P&P - $34 Cost includes future item development

Grade 5 for CAT/CBA - $30 Cost includes future item development.

Grade 5 for P&P - $34 Cost includes future item development.

Grade 6 for CAT/CBA - $30 Cost includes future item development.

Grade 6 for P&P - $34 Cost includes future item development.

Grade 7 for CAT/CBA - $30 Cost includes future item development.

Grade 7 for P&P - $34 Cost includes future item development.

Grade 8 for CAT/CBA - $30 Cost includes future item development.

Grade 8 for P&P - $34 Cost includes future item development.

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22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

PARCC will have cost estimates at a later date.

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23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

PARCC will have cost estimates at a later date.

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24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X
Comments:			

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25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available,

provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

July 2015 http://www.parcconline.org/sites/parcc/files/ITN2014-11PARCCDiagnosticAssessmentFINAL.pdf

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Anytime summative clone (e.g., based on full set of current-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

More than three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

RFP has been released. No cost estimates are available.

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

RFP has been released. No cost estimates are available.

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

RPF has been released. No cost estimates are available.

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X
Comments:			

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

http://www.parcconline.org/spring-2013-item-development-research http://www.parcconline.org/2014-field-test-and-related-research

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 9 for CAT/CBA - Å30ÅÔ[• o%ŋ &|˘ å^• Áˇ č˙¦^/Ӕ^{ Ӓ^ç^|[ ] { ^} ďÈ

Grade 9 for P&P - Å34ÅÔ[• o%ŋ &|˘ å^• Áˇ č˙¦^/Ӕ^{ Ӓ^ç^|[ ] { ^} ďÈ

Grade 10 for CAT/CBA - Å30ÅÔ[• o%ŋ &|˘ å^• Áˇ č˙¦^/Ӕ^{ Ӓ^ç^|[ ] { ^} ďÈ

Grade 10 for P&P - Å34ÅÔ[• o%ŋ &|˘ å^• Áˇ č˙¦^/Ӕ^{ Ӓ^ç^|[ ] { ^} ďÈ

Grade 11 for CAT/CBA - Å30 Cost includes future item development.

ÁGrade 11 for P&P - $34 Cost includes future item development.

Grade 12 for CAT/CBA - $30 Cost includes future item development.

Grade 12 for P&P -$34 Cost includes future item development.

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

PARCC will have cost estimates at a later date.

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

PARCC will have cost estimates at a later date.

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

RFP to be released in November 2014. Technical reporting will be available in Summer 2015.

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Anytime summative clone (e.g., based on full set of current-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

Course/credit-based (e.g., a discipline such as algebra I)

41. How many times can the Grades 9-12 Interim Assessment be given?

More than three times a year

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

RFP has been released. No cost estimates are available.

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

RFP has been released. No cost estimates are available.

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

RFP has been released. No cost estimates are available.

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

No Response

46. Indicate the delivery method your CAT/CBA deploys.

No Response

47. Indicate the expected bandwidth required per student for CAT.

No Response

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions		X
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	

Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	
Participate in scoring hand-scored test questions	X	

Comments: A provision may be available for participation in hand scoring.

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	
Participate in scoring hand-scored test questions	X	

Comments: Writing of test questions may be available depending on availability in the tech platform.

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	X	
Item Response Theory parameters and standard errors	X	
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)	X	
Student scaled scores with standard errors (including complete scoring histories)	X	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)	X	

Comments:

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Test blueprints
Removal of problematic items from the pool of test questions
Test question development and review protocols
Scoring protocols
Data file formats
Reporting formats
Elements included on and excluded from reports
General assessment procedures

| Assessment procedures for accommodated administrations |
| Assessment administration (e.g., test administration software) |
| Operating systems supported |
| Technology platforms supported (e.g., tablets, desktops, laptops, etc.) |
| Assessment scheduling |
| Psychometric properties of CBA forms |

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

Yes

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

| ELA Overall |
| ELA Subscores (e.g., Reading, Writing, etc.) |
| ELA Item-level scores |
| Mathematics Overall |
| Mathematics Subscores (e.g., Algebra, Problem-solving) |
| Mathematics item-level scores |

55. Provide the estimated number of days to return results to schools for the following assessment components:

| Test results based on machine-scored test questions - PARCC expects rapid release of reporting. Final time Not yet determined. |
| Test results based on artificial intelligence-scored test questions - PARCC expects rapid release of reporting. Final time Not yet determined. |
| Test results based on hand-scored test questions - PARCC expects rapid release of reporting. Final time Not yet determined. |
| Composite results based on all components - PARCC expects rapid release of reporting. Final time Not yet determined. |

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

| Embedded text-to-speech |
| English Glossing (item level selection of non-construct relevant words with English definitions provided) |
| Foreign Language Glossing (item level translation into a language other than English of selected, non-construct relevant words) |
| Full translation of test questions into a language other than English (Spanish, Arabic, etc.) |
| Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.) |
| Test Directions Clarified, Scribe |

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Embedded text-to-speech

Embedded video in American Sign Language for audio components (human not avatar)

Refreshable braille

Print-on-demand tactile graphics

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

Descriptive Video, Assistive Technology, Video of Human Interpreter, paper and pencil edition, Word Prediction

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator	X		X
Ruler	X		X
Protractor			
Compass			
Highlighter			X
Notepad	X		X
Magnifying glass			X
Describe other tools:			

60. Into which languages are questions (items) translated or glossed?

Spanish

Math only with state choice for additional languages.

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

Yes

RFP will be issued.

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

To help states measure student knowledge and skills at the lower grades, the Partnership will develop an array of assessment resources for teachers of grades K–2 that are aligned to the Common Core State Standards, and vertically aligned to the PARCC assessment system. The tasks will consist of developmentally-appropriate assessment types, such as observations, checklists, classroom activities, and protocols, which reflect foundational aspects of the Common Core State Standards. The K-2 formative assessment tools aim to help create a foundation for students and put them on the track to college and career readiness in the early years. These K-2 assessment tools will help educators prepare students for later grades and provide information for educators about the knowledge and skills of the students entering third grade, allowing classroom teachers and administrators to adjust instruction as necessary. These tools also will help states fully utilize the Common Core State Standards across the entire K-12 spectrum.

64. Check the types of formative assessment resources in your repository. Check all that apply.

Formative assessment tools (e.g. checklists, worksheets, electronic tools)

Model curriculum units

Professional development modules for administrators

Professional development modules for teachers

Training materials for a network of state leaders in the use of the repository

Released/sample items

65. Enter the number of materials in your online formative assessment repository of each type:

Specifications not yet determined.

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

Yes

67. Is there a quality control (peer review process or other) process in place for products in the repository?

Yes

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

Specifications Not yet determined.

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

Not yet determined

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

PARCC will have cost estimates at a later date.

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

PARCC will have cost estimates at a later date.

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

PARCC will have cost estimates at a later date.

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the

assessment using P&P.

PARCC will have cost estimates at a later date.

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

RFP has been released. No cost estimates are available.

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

RFP has been released. No cost estimates are available.

COMMON CORE
Assessment Options Report

Scantron Corporation

Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

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2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

Scantron will reference our Achievement Series and Performance Series products. Achievement Series is a powerful web-based assessment solution that allows K-12 educators to develop and administer online and paper-based tests, capture immediate results, and produce standards-based reports. Performance Series is an internet-delivered, standards-based assessment that uses an innovative computer-adaptive model to help target the instructional level of each student and provide valid and reliable diagnostic assessment data.

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

Writing

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

Scantron has a detailed and rigorous item development and review process. Each item will be reviewed for the following: adherence to the blueprint and item specifications, content exactness, stem and option construction, correct answer accuracy, incorrect option analysis (are they plausible?), grade-level appropriateness, cognitive complexity suitability, item clarity, wordiness and phrasing, precise graphics, and grammatical correctness, etc. Scantron's Assessment Development Plan and Item, Passage, and Fairness and Sensitivity (Bias) Guidelines are available upon request.

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Scantron adequately covers the Common Core standards in its Achievement Series and Performance Series products. Thousands of items are aligned to the Mathematics and English Language Arts Common Core standards. The company

accomplished this goal by first "unpacking" (breaking down) the Common Core standards. Standards also remained "intact" in order to offer more complex items. The CCSS for ELA were unpacked during initial project-planning. As standards were identified for development, they were analyzed and unpacked. Many standards included multiple skills or parts. Those standards and their parts were called out in the planning process so that, when applicable, assessment items could be written to each of the parts. While identifying a standard's parts was essential, it was also important that related standards at earlier grade levels be considered. The progression of content and skills from one grade level to the next can inform how a standard was unpacked. The same process was used during the unpacking of the CCSS for mathematics. As with ELA, identifying a standard's parts was essential, but it was also important that related standards at the same grade be considered to avoid potential overlap. It was the intent to create unique items for each part of the standards. It was also important that standards at other grade levels be considered. Standards in earlier grades helped define the student's prior knowledge and created a context for the lower levels of cognitive complexity. Standards in later grades helped define the intent of the standard to build knowledge base and created a context for the higher levels of cognitive complexity. The progression of content and skills from one grade level to the next provided additional direction for unpacking standards. Once the list of standards that could be assessed via multiple choice, multiple select, short response, extended response, and gridded response items was determined, item development began. For both areas, items were developed around the unpacked standards, and attention was paid to the aspects of each standard that are emphasized or are new at each grade level. Scantron tracked its item development and maintained blueprints that show how many items are available for each standard and what DOK levels those items are written to. This record allows the company to target where additional development needs to occur to keep item pools robust and fresh. During this development phase Scantron's Content Development team referenced the appendices of the Common Core standards. In ELA content development, Appendix A clarified the types of texts and text complexity the Common Core was expecting students to be exposed to. These further specifications directed Scantron's ELA team in terms of passage development/acquisition and item development. Scantron's ELA team also referenced Common Core Appendices B and C for direction on Text Exemplars and Student Writing Samples. Scantron's Math team familiarized themselves with the Common Core Introduction and Standards for Mathematical Practice. In doing so, item writers were able to intertwine the Mathematical Practice Standards with the core standards, when possible. In addition, the Math team referenced Appendix A for clarification on the standards for the high school courses in mathematics. Lastly, Scantron's Content team has kept up with released items and item development discussion around the Common Core on SmarterBalanced and PARCC's websites. http://www.corestandards.org/ELA-Literacy http://www.corestandards.org/Math http://www.parcconline.org/parcc-assessment http://www.smarterbalanced.org/smarter-balanced-assessments/

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Scantron's items are classified using Webb's Depth of Knowledge (DOK) levels and Bloom's Taxonomy. The blueprint identifies the recommended cognitive complexity level for each item. Item writers and content reviewers verify the DOK level and Bloom's Taxonomy of each item and include this information in the item properties and keywords. Webb's Cognitive Complexity DOK: 1, Recall DOK:2, Skill/Concept DOK: 3, Strategic Thinking DOK: 4, Extended Thinking Bloom's Taxonomy Knowledge Comprehension Application Analysis Synthesis Evaluation

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

Scantron works to ensure that its products adequately balance content topics by maintaining detailed and accurate records of the standards and skills covered in its item development. Scantron uses a methodical approach to plan additional item development of its item banks and item pools. In its item banks, Scantron maintains documentation of item and DOK counts for each skill/standard assessed in the bank. In the item banks, Scantron works to cover all assessable standards with items that the Achievement Series and Performance Series platforms are capable of housing. When additional development plans are developed, content specialists review the current counts for each standard, skill and content strand/domain. These specialists review item totals as well as the DOK level totals of items that address each standard or skill. Then, determinations are made about where additional items should be added that will keep the item banks and item pools robust and balanced between content coverage within standards and strands/domains. Additionally, DOK level coverage is also assessed to determine what cognitive complexity levels should be targeted for new item development. Scantron strives to keep item totals for particular standards and skills balanced in particular strands and domains, as well as in proportion to the item totals for that subject's item banks. Additionally, Scantron works to achieve this balance for items that are assessable by the particular platform where they are housed. For example, items in Achievement Series include multiple choice, multiple select, gridded response, short answer and extended response. While Scantron seeks to present a variety of item types, multiple choice items continue to make up the majority of item types because that format is the most popular with our client basis at this point. Other item types are offered, but constitute a smaller percentage in the item banks. In Performance Series, because that platform uses an IRT 1-parameter model and offers an adaptive assessment, all items must be multiple choice. Scantron has also conducted formal alignment studies in the past using the Norman Webb methodology. Scantron has future plans to conduct a similar alignment study around its adaptive item pools and the Common Core State Standards to include the following five criteria for alignment between the standards and its mathematics and English language arts assessments. • Categorical Concurrence --- This criterion measures the extent to which the same or consistent categories of content appear in the standards and the assessments. The criterion is met for a given standard if there are more than five assessment items targeting that standard. • Depth-of-Knowledge Consistency --- This criterion measures the degree to which the knowledge elicited from students on the assessment is as complex within the context area as what students are expected to know and do as stated in the standards. The criterion is met if more than half of targeted objectives are hit by items of the appropriate complexity. • Range-of-Knowledge Correspondence --- This criterion determines whether

the span of knowledge expected of students on the basis of a standard corresponds to the span of knowledge that students need in order to correctly answer the corresponding assessment items/activities. The criterion is met for a given standard if more than half of the objectives that fall under that standard are targeted by assessment items. • Balance of Representation --- This criterion measures whether objectives that fall under a specific standard are given relatively equal emphasis on the assessment. • Source of Challenge --- This criterion is met if the primary difficulty of the assessment items is significantly related to students' knowledge and skill in the content area as represented in the standards. Scantron's Content team references the following websites and resources as it continues to replenish and enhance its existing item banks and item pools in its Achievement Series and Performance Series platforms. http://www.corestandards.org/ELA-Literacy http://www.corestandards.org/Math http://www.parcconline.org/parcc-assessment http://www.smarterbalanced.org/smarter-balanced-assessments/ http://wat.wceruw.org/index.aspx

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

Scantron's Content & Research team is comprised of subject matter experts and qualified and trained consultants who are professional educators (credentialed teachers and professors). This team of experts are our primary resources for item development and review and will work closely with MDOE educators to review and assess item alignment quality.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

Professional educators representing diverse cultural backgrounds who have completed Scantron's Fairness and Sensitivity Training conduct bias reviews. These editors make certain that particular populations and ethnicities are represented fairly in test items and that the tests contain gender, ethnic, and cultural diversity. Additionally, bias editors review each item to make sure the item's scenario does not give a particular student or population an advantage of answering that item correctly simply because of his/her background or experiences or unfairly disadvantage students by testing knowledge typically acquired outside the classroom. Bias editors review passages and items for gender and racial bias, offensive topics, and stereotyping in order to make certain that the test and items are appropriate for all populations. Once bias edits are complete, a Scantron subject matter expert reviews the bias editor's feedback and makes all necessary changes.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X	X		X
Grade 4	X	X		X
Grade 5	X	X		X
Grade 6	X	X		X
Grade 7	X	X		X
Grade 8	X	X		X
Grade 9	X	X		X
Grade 10	X	X		X
Grade 11	X	X		X
Grade 12	X	X		X
Comments:				

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X	X		X

Grade 4	X	X						X
Grade 5	X	X						X
Grade 6	X	X						X
Grade 7	X	X						X
Grade 8	X	X						X
Grade 9	X							X
Grade 10	X							X
Grade 11	X							X
Grade 12	X							X
Comments:								

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Single fixed form
Multiple forms, equivalent assessments

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment										
Matching										
True/False	X	X	X	X	X	X	X	X	X	X
Drag and Drop										
Locate areas/regions										
Matrix questions	X	X	X	X	X	X	X	X	X	X
Other methods	X	X	X	X	X	X	X	X	X	X
Comments:										

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment										
Matching										
True/False	X	X	X	X	X	X	X	X	X	X

Drag and Drop										
Locate areas/regions										
Matrix questions	X	X	X	X	X	X	X	X	X	X
Other methods	X	X	X	X	X	X	X	X	X	X

Comments:

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

No Response

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

Scantron plans to choose a strategic partner to meet the summative assessment requirements. We anticipate that by the time the DOE releases a showcase and or RFP, we will have selected that partner.

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No Response

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No Response

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

No Response

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		

Depth of Knowledge	**X**
Balance of Representation	**X**
Independent Alignment Verification	**X**
Comments:	

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

Scantron's Assessment Development Plan and Item, Passage, and Fairness and Sensitivity (Bias) Guidelines are available upon request.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

More than three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - 5

Grade 4 for CAT/CBA - 5

Grade 5 for CAT/CBA - 5

Grade 6 for CAT/CBA - 5

Grade 7 for CAT/CBA - 5

Grade 8 for CAT/CBA - 5

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 0

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 0

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 0

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 0

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 0

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 0

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

No Response

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

No Response

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification	X		

Comments:

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

Scantron's Assessment Development Plan and Item, Passage, and Fairness and Sensitivity (Bias) Guidelines are available upon request.

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

Course/credit-based (e.g., a discipline such as algebra I)

41. How many times can the Grades 9-12 Interim Assessment be given?

More than three times a year

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 9 for CAT/CBA - 5

Grade 10 for CAT/CBA - 5

Grade 11 for CAT/CBA - 5

Grade 12 for CAT/CBA - 5

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 0

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 0

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 0

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 0

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0	
Grade 12 HS SA - 0	
Grade 12 HS ER - 0	
Grade 12 AIS SA - 0	
Grade 12 AIS ER - 0	

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP	X	X	X	X
Windows 7	X	X	X	X
Windows 8				
OS X				
iOS				
Chrome OS	X	X	X	X
Android				
Other (please specify) or comments: The Tablet accessibility is for K-2.				

46. Indicate the delivery method your CAT/CBA deploys.

Entirely web-based, WITHOUT a local caching server

47. Indicate the expected bandwidth required per student for CAT.

Bandwidth per student - 10

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

No Response

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	
Participate in scoring hand-scored test questions	X	
Comments:		

50. Psychometric requirements. Does your system allow for the following data to be collected and

reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	X	
Item Response Theory parameters and standard errors	X	
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)		X
Student scaled scores with standard errors (including complete scoring histories)	X	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)		X

Comments: Item response theory and scaled scores with standard errors are for Performance Series. The other functions are for Achievement Series.

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Test blueprints

Removal of problematic items from the pool of test questions

Test question development and review protocols

General assessment procedures

Assessment procedures for accommodated administrations

Assessment administration (e.g., test administration software)

Assessment scheduling

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

Yes

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall

ELA Subscores (e.g., Reading, Writing, etc.)

ELA Item-level scores

Mathematics Overall

Mathematics Subscores (e.g., Algebra, Problem-solving)

Mathematics item-level scores

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - Available immediately after student has completed the test.

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Authorized platform users at the state and school levels will have access to the data online.

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Full translation of test questions into a language other than English (Spanish, Arabic, etc.)

We have Math and Spanish Math for grades 2-9.

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Scantron enables: (1) grade level modifications, (2) ability to stop / start to allow for testing time IEP specifications, (3) response entry by mouse, keyboard, Wacom tablet (pad & stylus), (4) browser feature that enable magnification, and (5) adaptive engine that enables assessment to adjust to student's ability level providing items best suited to each student.

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator		X	X
Ruler			
Protractor			
Compass			
Highlighter			
Notepad		X	X
Magnifying glass		X	X
Describe other tools:			

60. Into which languages are questions (items) translated or glossed?

Spanish

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

Yes

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

We think of formative assessment as a tool or driver for impacting student achievement. Formative assessment should include the combination of quality assessment content, standard/skill based reporting, and guiding instruction through actionable reports that enable teachers to use data-driven decision making for individual students, groups, and whole class instructional needs, and provide easy to understand reports for students and parents.

64. Check the types of formative assessment resources in your repository. Check all that apply.

Professional development modules for teachers

Training materials for a network of state leaders in the use of the repository

Released/sample items

65. Enter the number of materials in your online formative assessment repository of each type:

Formative assessment process/strategy vignettes - 86

Formative assessment tools (e.g. checklists, worksheets, electronic tools) - 56

Professional development modules for administrators - 15

Professional development modules for teachers - 14

Training materials for a network of state leaders in the use of the repository - 4

Released/sample items - 44

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

Yes

Just for Achievement Series

67. Is there a quality control (peer review process or other) process in place for products in the repository?

Yes

Just for Achievement Series

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

The Item/Task Development and Review will utilize Scantron's proven and effective item development process. All item development adheres to the Standards for Educational and Psychological Testing. Scantron's Content and Research Team follows a rigorous item review process to ensure the delivery of quality items. This systematic process guarantees that every item is reviewed in the same manner by editors who follow uniform guidelines and checks for each item. This process also involves the client throughout various stages to ensure that the client's expectations and needs are met with the delivery of Scantron's items. Every item begins the review process by going through content editing. Each item is reviewed by four subject matter experts during Round 1 edits and two subject matter experts during Round 2 edits. These subject matter experts consist of full-time Scantron subject matter experts and qualified and trained consultants who are professional educators (credentialed teachers and professors). During these content reviews, each item is examined for the following: content exactness, stem and option construction, correct answer accuracy, incorrect option analysis (are they plausible?), grade-level appropriateness, cognitive complexity suitability, adherence to the blueprint and item specifications, item clarity, wordiness and phrasing, precise graphics, and grammatical correctness. Any concerns, suggestions, or notations are submitted to Scantron subject matter experts who compile the edits and make all necessary revisions. Also included in Round 2 edits is a Fairness and Sensitivity (or Bias) edit. Professional educators representing diverse cultural backgrounds who have completed Scantron's Fairness and Sensitivity Training conduct bias reviews. These editors make certain that particular populations and ethnicities are represented fairly in test items and that the tests contain gender, ethnic, and cultural diversity. Additionally, bias editors review each item to make sure the item's scenario does not give a particular student or population an advantage of answering that item correctly simply because of his/her background or experiences or unfairly disadvantage students by testing knowledge typically acquired outside the classroom. Bias editors review passages and items for gender and racial bias, offensive topics, and stereotyping in order to make certain that the test and items are appropriate for all populations. Once bias edits are complete, a Scantron subject matter expert reviews the bias editor's feedback and makes all necessary changes. The final step in the item review process is copy editing. All items that have gone through content and bias edits are then submitted to a copy editor for review. Copy editors ensure that all test items are free from spelling, punctuation, capitalization, abbreviation, and grammatical errors. These editors also review items for clarity, organization, and style. Additionally, copy editors review items within a particular test or project for a consistent look and feel, according to item, test, and project specifications. Meta-tagging is provided before field testing for embedded support, such as audio and refreshable Braille display. Once copy editing is complete, the client has the opportunity to review and comment on all items prior to release. Once the client review is complete, Scantron subject matter experts review these requests and make necessary updates.

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

Hosting costs - 2

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75%

taking the assessment using CAT/CBA.

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

COMMON CORE
Assessment Options Report

Smarter Balanced

Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Christyan Mitchell	
Company: - WestEd	
Address: - 730 Harrison Street	
City/Town: - San Francisco	
State: - CA	
ZIP: - 94107	
Country: - USA	
Email Address: - cmitche@wested.org	
Phone Number: - 415-615-3115	

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

Smarter Balanced Assessment Consortium

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

Writing

Listening

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

The Smarter Balanced Assessment Consortium developed Math and ELA content and item specifications which align the CCSS standards to claims and targets to create the backbone of the evidence-centered design model of the Smarter assessments. These specifications were developed with input and review by over 200 expert individuals or organizations around the consortia including many of the authors of the Common Core State Standards. See content specification documentation: ELA http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf Math http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Math-Content-Specifications.pdf Item Specifications documents can be located here: http://www.smarterbalanced.org/smarter-balanced-assessments/ Smarter Balanced also plans on doing an alignment study with educators from around the consortia in the spring of 2014. This will allow an additional check to be sure that materials created do indeed align back to the content and item specifications and ultimately the Common Core. The alignment study is part of the Smarter Balanced Master Work Plan which is located here: http://www.smarterbalanced.org/pub-n-res/summative-assessment-master-work-plan/ For details on what the alignment study will include please see the work proposal from CTB, the vendor which will be assisting Smarter with the alignment study. Please see PDF pages 190-201 in the proposal. Their proposal can be found here: http://www.k12.wa.us/RFP/pubdocs/SBAC16-17/CTBSBAC16-17Proposal.pdf

5. In the space below, briefly indicate how you determine that the products adequately cover the

breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

The Smarter Balanced Assessment Consortium developed Math and ELA content and item specifications which align the CCSS standards to claims and targets to create the backbone of the evidence-centered design model of the Smarter assessments. These specifications were developed with input and review by over 200 expert individuals or organizations around the consortia including many of the authors of the Common Core State Standards. See content specification documentation: ELA http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf Math http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Math-Content-Specifications.pdf Item Specifications documents can be located here: http://www.smarterbalanced.org/smarter-balanced-assessments/ Smarter Balanced also plans on doing an alignment study with educators from around the consortia in the spring of 2014. This will allow an additional check to be sure that materials created do indeed align back to the content and item specifications and ultimately the Common Core. The alignment study is part of the Smarter Balanced Master Work Plan which is located here: http://www.smarterbalanced.org/pub-n-res/summative-assessment-master-work-plan/ For details on what the alignment study will include please see the work proposal from CTB, the vendor which will be assisting Smarter with the alignment study. Please see PDF pages 190-201 in the proposal. Their proposal can be found here: http://www.k12.wa.us/RFP/pubdocs/SBAC16-17/CTBSBAC16-17Proposal.pdf

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

Smarter Balanced will be performing an alignment study in the Spring of 2014 using educators from around the consortia. The alignment study is part of the Smarter Balanced Master Work Plan which is located here: http://www.smarterbalanced.org/pub-n-res/summative-assessment-master-work-plan/ For details on what the alignment study will include please see the work proposal from CTB, the vendor which will be assisting Smarter with the alignment study. Please see PDF pages 190-201 in the proposal. Their proposal can be found here: http://www.k12.wa.us/RFP/pubdocs/SBAC16-17/CTBSBAC16-17Proposal.pdf

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

This issue is addressed in Smarter's General Item Specification document located here: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/ItemSpecifications/GeneralItemSpecifications.pdf

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

The item development and performance tasks work groups (comprised of state assessment experts from around the consortia) worked to develop the Smarter "Item Development and Review Participation Policies and Guidelines" document to assure that participants on all state-educator filled committees for all aspects of test development were of the upmost level of expertise and knowledge for ELA, Math, Assessment, and Accessibility.

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

The item development and performance tasks work groups (comprised of state assessment experts from around the consortia) worked to develop the Smarter "Item Development and Review Participation Policies and Guidelines" document to assure that participants on all state-educator filled committees for all aspects of test development were from diverse backgrounds of gender, ethnicity, socioeconomic status, as well as geographic location; as well as having individual with expertise in students with disabilities and English language learners. These efforts allowed Smarter to have trained eyes on all aspects of item development to review for bias, sensitivity, and accessibility.

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X		X	X
Grade 4	X		X	X
Grade 5	X		X	X
Grade 6	X		X	X
Grade 7	X		X	X
Grade 8	X		X	X
Grade 9	X		X	X
Grade 10	X		X	X
Grade 11	X		X	X
Grade 12				
Comments:				

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X		X	X
Grade 4	X		X	X
Grade 5	X		X	X
Grade 6	X		X	X
Grade 7	X		X	X
Grade 8	X		X	X
Grade 9	X		X	X
Grade 10	X		X	X
Grade 11	X		X	X
Grade 12				
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

Single fixed form
Multiple forms, equivalent assessments
Embedded field tests
Stand alone field tests

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	
Short Answer	X	X	X	X	X	X	X	X	X	
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	
Performance Assessment	X	X	X	X	X	X	X	X	X	
Matching	X	X	X	X	X	X	X	X	X	
True/False	X	X	X	X	X	X	X	X	X	
Drag and Drop	X	X	X	X	X	X	X	X	X	

	3	4	5	6	7	8	9	10	11	12
Locate areas/regions	X	X	X	X	X	X	X	X	X	
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	

Comments:

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	
Short Answer	X	X	X	X	X	X	X	X	X	
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	
Performance Assessment	X	X	X	X	X	X	X	X	X	
Matching	X	X	X	X	X	X	X	X	X	
True/False	X	X	X	X	X	X	X	X	X	
Drag and Drop	X	X	X	X	X	X	X	X	X	
Locate areas/regions	X	X	X	X	X	X	X	X	X	
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	

Comments:

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	
Short Answer	X	X	X	X	X	X	X	X	X	
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	
Performance Assessment	X	X	X	X	X	X	X	X	X	
Matching	X	X	X	X	X	X	X	X	X	
True/False	X	X	X	X	X	X	X	X	X	
Drag and Drop	X	X	X	X	X	X	X	X	X	
Locate areas/regions	X	X	X	X	X	X	X	X	X	
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	

Comments:

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	
Short Answer	X	X	X	X	X	X	X	X	X	
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	
Performance Assessment	X	X	X	X	X	X	X	X	X	
Matching	X	X	X	X	X	X	X	X	X	
True/False	X	X	X	X	X	X	X	X	X	
Drag and Drop	X	X	X	X	X	X	X	X	X	
Locate areas/regions	X	X	X	X	X	X	X	X	X	
Matrix questions										
Other methods	X	X	X	X	X	X	X	X	X	

Comments:

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

The Smarter Balanced Alignment Study is not yet completed. Per the Smarter Master Work Plan it will be completed in Spring 2014. That work plan can be located here: http://www.smarterbalanced.org/pub-n-res/summative-assessment-master-work-plan/ For details on what the alignment study will include please see the work proposal from CTB, the vendor which will be assisting Smarter with the alignment study. Please see PDF pages 190-201 in the proposal. Their proposal can be found here: http://www.k12.wa.us/RFP/pubdocs/SBAC16-17/CTBSBAC16-17Proposal.pdf Also, though not related to content alignment, SBAC has actively worked to ensure bias/sensitivity/accessibility alignment across all items and passages at all stages of test development. Attached are a number of resources such as item/passage development guidelines and literature reviews that were developed to ensure quality control is met in these areas: 1) Bias and Sensitivity Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/BiasandSensitivity/BiasandSensitivityGuidelines.pdf 2) ELA Audio Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/ELAAudioGuidelines.pdf 3) Mathematics Audio Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/MathematicsAudioGuidelines.pdf 4) ELL Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GuidelinesforAccessibilityforELL.pdf 5) Signing Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/SigningGuidelines.pdf 6) Tactile Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/TactileAccessibilityGuidelines.pdf 7) Style Guide: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/StyleGuide/StyleGuide.pdf 8) Translation Accommodations Framework for Testing English Language Learners in Mathematics: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Translation-Accommodations-Framework-for-Testing-ELL-Math.pdf 9) Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Accomodations-for-under-represented-students.pdf 10) Literature Review of Testing Accommodations and Accessibility Tools for Students with Disabilities: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Smarter-Balanced-Students-with-Disabilities-Literature-Review.pdf 11) Summary of Literature on Empirical Studies of the Validity and Effectiveness of Test Accommodations for ELLs: 2005-2012: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Smarter-Balanced-ELL-Literature-Review.pdf 12) Tool to Evaluate Language Complexity of Test Items: http://www.wcer.wisc.edu/publications/workingPapers/Working_Paper_No_2013_05.pdf

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 3 for CAT/CBA - 30.83

Grade 3 for P&P - 15.62

Grade 4 for CAT/CBA - 31.44

Grade 4 for P&P - 15.62

Grade 5 for CAT/CBA - 31.44

Grade 5 for P&P - 15.62

Grade 6 for CAT/CBA - 31.44

Grade 6 for P&P - 15.62

Grade 7 for CAT/CBA - 31.44

Grade 7 for P&P - 15.62

Grade 8 for CAT/CBA - 31.44

Grade 8 for P&P - 15.62

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 4

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 4

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 4

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 5

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 5

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 5

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 5

Grade 3 HS ER - 1

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 5

Grade 4 HS ER - 1

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 5

Grade 5 HS ER - 1

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 5

Grade 6 HS ER - 1

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 5

| Grade 7 HS ER - 1 |
| Grade 7 AIS SA - 0 |
| Grade 7 AIS ER - 0 |
| Grade 8 HS SA - 5 |
| Grade 8 HS ER - 1 |
| Grade 8 AIS SA - 0 |
| Grade 8 AIS ER - 0 |

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

The Smarter Balanced Alignment Study is not yet completed. Per the Smarter Master Work Plan it will be completed in Spring 2014. That work plan can be located here: http://www.smarterbalanced.org/pub-n-res/summative-assessment-master-work-plan/ For details on what the alignment study will include please see the work proposal from CTB, the vendor which will be assisting Smarter with the alignment study. Please see PDF pages 190-201 in the proposal. Their proposal can be found here: http://www.k12.wa.us/RFP/pubdocs/SBAC16-17/CTBSBAC16-17Proposal.pdf Also, though not related to content alignment, SBAC has actively worked to ensure bias/sensitivity/accessibility alignment across all items and passages at all stages of test development. Attached are a number of resources such as item/passage development guidelines and literature reviews that were developed to ensure quality control is met in these areas: 1) Bias and Sensitivity Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/BiasandSensitivity/BiasandSensitivityGuidelines.pdf 2) ELA Audio Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/ELAAudioGuidelines.pdf 3) Mathematics Audio Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/MathematicsAudioGuidelines.pdf 4) ELL Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GuidelinesforAccessibilityforELL.pdf 5) Signing Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/SigningGuidelines.pdf 6) Tactile Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/TactileAccessibilityGuidelines.pdf

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Anytime summative clone (e.g., based on full set of current-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

Twice a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

| Grade 3 for CAT/CBA - 8.39 |
| Grade 4 for CAT/CBA - 8.39 |
| Grade 5 for CAT/CBA - 8.39 |
| Grade 6 for CAT/CBA - 8.39 |
| Grade 7 for CAT/CBA - 8.39 |
| Grade 8 for CAT/CBA - 8.39 |

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 0

Grade 3 HS ER - 4

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 0

Grade 4 HS ER - 4

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 0

Grade 5 HS ER - 4

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 0

Grade 6 HS ER - 5

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 0

Grade 7 HS ER - 5

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 0

Grade 8 HS ER - 5

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 5

Grade 3 HS ER - 1

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 5

Grade 4 HS ER - 1

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 5

Grade 5 HS ER - 1

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 5

Grade 6 HS ER - 1

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 5

Grade 7 HS ER - 1

Grade 7 AIS SA - 0		
Grade 7 AIS ER - 0		
Grade 8 HS SA - 5		
Grade 8 HS ER - 1		
Grade 8 AIS SA - 0		
Grade 8 AIS ER - 0		

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

The Smarter Balanced Alignment Study is not yet completed. Per the Smarter Master Work Plan it will be completed in Spring 2014. That work plan can be located here: http://www.smarterbalanced.org/pub-n-res/summative-assessment-master-work-plan/ For details on what the alignment study will include please see the work proposal from CTB, the vendor which will be assisting Smarter with the alignment study. Please see PDF pages 190-201 in the proposal. Their proposal can be found here: http://www.k12.wa.us/RFP/pubdocs/SBAC16-17/CTBSBAC16-17Proposal.pdf Also, though not related to content alignment, SBAC has actively worked to ensure bias/sensitivity/accessibility alignment across all items and passages at all stages of test development. Attached are a number of resources such as item/passage development guidelines and literature reviews that were developed to ensure quality control is met in these areas: 1) Bias and Sensitivity Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05 /TaskItemSpecifications/Guidelines/BiasandSensitivity/BiasandSensitivityGuidelines.pdf 2) ELA Audio Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines /AccessibilityandAccommodations/ELAAudioGuidelines.pdf 3) Mathematics Audio Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines /AccessibilityandAccommodations/MathematicsAudioGuidelines.pdf 4) ELL Guidelines: http://www.smarterbalanced.org /wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations /GuidelinesforAccessibilityforELL.pdf 5) Signing Guidelines: http://www.smarterbalanced.org/wordpress/wp-content /uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/SigningGuidelines.pdf 6) Tactile Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines /AccessibilityandAccommodations/TactileAccessibilityGuidelines.pdf

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

Yes

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

Yes

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

Grade 9 for CAT/CBA - NA	
Grade 9 for for P&P - NA	
Grade 10 for CAT/CBA - NA	
Grade 10 for P&P - NA	
Grade 11 for CAT/CBA - 31.44	
Grade 11 for P&P - 15.62	
Grade 12 for CAT/CBA - NA	
Grade 12 for P&P - NA	

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 11 HS SA - 0
Grade 11 HS ER - 7
Grade 11 AIS SA - 0
Grade 11 AIS ER - 0

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 11 HS SA - 5
Grade 11 HS ER - 1
Grade 11 AIS SA - 0
Grade 11 AIS ER - 0

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			X
Depth of Knowledge			X
Balance of Representation			X
Independent Alignment Verification			X

Comments:

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

The Smarter Balanced Alignment Study is not yet completed. Per the Smarter Master Work Plan it will be completed in Spring 2014. That work plan can be located here: http://www.smarterbalanced.org/pub-n-res/summative-assessment-master-work-plan/ For details on what the alignment study will include please see the work proposal from CTB, the vendor which will be assisting Smarter with the alignment study. Please see PDF pages 190-201 in the proposal. Their proposal can be found here: http://www.k12.wa.us/RFP/pubdocs/SBAC16-17/CTBSBAC16-17Proposal.pdf Also, though not related to content alignment, SBAC has actively worked to ensure bias/sensitivity/accessibility alignment across all items and passages at all stages of test development. Attached are a number of resources such as item/passage development guidelines and literature reviews that were developed to ensure quality control is met in these areas: 1) Bias and Sensitivity Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/BiasandSensitivity/BiasandSensitivityGuidelines.pdf 2) ELA Audio Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/ELAAudioGuidelines.pdf 3) Mathematics Audio Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/MathematicsAudioGuidelines.pdf 4) ELL Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GuidelinesforAccessibilityforELL.pdf 5) Signing Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/SigningGuidelines.pdf 6) Tactile Guidelines: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/TactileAccessibilityGuidelines.pdf

40. For high school, indicate the types of interim assessments that will be available. Check all that apply.

Anytime summative clone (e.g., based on full set of current-grade content)
Customizable unit-based (e.g., a customizable portion of current-grade content)

41. How many times can the Grades 9-12 Interim Assessment be given?

Twice a year

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 9 for CAT/CBA - 7.74

Grade 10 for CAT/CBA - 8.35

Grade 11 for CAT/CBA - 5.90

Grade 12 for CAT/CBA - 5.25

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 2

Grade 9 HS ER - 0

Grade 9 AIS SA - 0

Grade 9 AIS ER - 3

Grade 10 HS SA - 2

Grade 10 HS ER - 0

Grade 10 AIS SA - 0

Grade 10 AIS ER - 3

Grade 11 HS SA - 2

Grade 11 HS ER - 0

Grade 11 AIS SA - 0

Grade 11 AIS ER - 3

Grade 12 HS SA - 2

Grade 12 HS ER - 0

Grade 12 AIS SA - 0

Grade 12 AIS ER - 3

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 9 HS SA - 5

Grade 9 HS ER - 1

Grade 9 AIS SA - 0

Grade 9 AIS ER - 0

Grade 10 HS SA - 5

Grade 10 HS ER - 1

Grade 10 AIS SA - 0

Grade 10 AIS ER - 0

Grade 11 HS SA - 5

Grade 11 HS ER - 1

Grade 11 AIS SA - 0

Grade 11 AIS ER - 0

Grade 12 HS SA - 5

Grade 12 HS ER - 1

Grade 12 AIS SA - 0

Grade 12 AIS ER - 0

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP	X	X	X	
Windows 7	X	X	X	
Windows 8	X	X	X	X
OS X	X	X	X	
iOS				X
Chrome OS		X	X	
Android				X

Other (please specify) or comments:

46. Indicate the delivery method your CAT/CBA deploys.

Entirely web-based, WITHOUT a local caching server

47. Indicate the expected bandwidth required per student for CAT.

Bandwidth per student - 20 Kbps

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	
Participate in scoring hand-scored test questions	X	

Comments:

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	

Review test questions for avoidance of sensitive issues	X
Review test questions for appropriate accessibility for students with disabilities	X
Review test questions for appropriate accessibility for English language learners	X
Mark test questions for potential removal based on review	X
Participate in developing rubrics for hand-scored test questions	X
Participate in scoring hand-scored test questions	X

Comments:

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)	X	
Item Response Theory parameters and standard errors	X	
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)	X	
Student scaled scores with standard errors (including complete scoring histories)	X	
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)	X	

Comments:

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

Test blueprints
Removal of problematic items from the pool of test questions
Test question development and review protocols
Scoring protocols
Data file formats
Reporting formats
Elements included on and excluded from reports
General assessment procedures
Assessment procedures for accommodated administrations
Assessment administration (e.g., test administration software)
Operating systems supported
Technology platforms supported (e.g., tablets, desktops, laptops, etc.)
Assessment scheduling
Psychometric properties for CAT administration
Psychometric properties of CBA forms

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

Yes

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

Yes

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall
ELA Subscores (e.g., Reading, Writing, etc.)
ELA Item-level scores
Mathematics Overall
Mathematics Subscores (e.g., Algebra, Problem-solving)
Mathematics item-level scores

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on machine-scored test questions - The consortium has committed to return complete scores within 2 weeks. However, states will have the opportunity to take advantage of options to give more immediate feedback, such as raw scores from items appearing on the CAT portion of the assessment.
Test results based on artificial intelligence-scored test questions - The consortium has committed to return complete scores within 2 weeks. However, states will have the opportunity to take advantage of options to give more immediate feedback, such as raw scores from items appearing on the CAT portion of the assessment.
Test results based on hand-scored test questions - The consortium has committed to return complete scores within 2 weeks. However, states will have the opportunity to take advantage of options to give more immediate feedback, such as raw scores from items appearing on the CAT portion of the assessment.
Composite results based on all components - The consortium has committed to return complete scores within 2 weeks. However, states will have the opportunity to take advantage of options to give more immediate feedback, such as raw scores from items appearing on the CAT portion of the assessment.

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Embedded text-to-speech
English Glossing (item level selection of non-construct relevant words with English definitions provided)
Foreign Language Glossing (item level translation into a language other than English of selected, non-construct relevant words)
Full translation of test questions into a language other than English (Spanish, Arabic, etc.)
Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Embedded text-to-speech
Embedded video in American Sign Language for audio components (human not avatar)
Refreshable braille
Print-on-demand tactile graphics
Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator		X	
Ruler		X	
Protractor		X	
Compass			

Highlighter	X
Notepad	X
Magnifying glass	X

Describe other tools: Breaks, English dictionary (for ELA-performance task full writes), English glossary, expandable passages, global notes (for ELA performance tasks), keyboard navigation, mark for review, spell check (for appropriate ELA items), strikethrough, writing tools (bold, italic, bullets, undo/redo), scratch paper, thesaurus, math tools (i.e. calculator, protractor). Please see the Usability, Accessibility, and Accommodations Guidelines document for detailed information on these embedded and non-embedded universally available tools, designated supports, and accommodations: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

60. Into which languages are questions (items) translated or glossed?

Spanish
Arabic
Vietnamese, Tagalog, Cantonese, Mandarin, Korean, Punjabi, and Russian

61. Do all students that test with state approved accommodations receive all available official score reports?

Yes

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

Yes

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection and attainment of curricular learning targets/goals.

64. Check the types of formative assessment resources in your repository. Check all that apply.

Formative assessment process/strategy vignettes
Formative assessment tools (e.g. checklists, worksheets, electronic tools)
Model curriculum units
Professional development modules for administrators
Professional development modules for teachers
Training materials for a network of state leaders in the use of the repository
Released/sample items

65. Enter the number of materials in your online formative assessment repository of each type:

Formative assessment process/strategy vignettes - 2600
Formative assessment tools (e.g. checklists, worksheets, electronic tools) - 4200
Model curriculum units - 62 Instructional Modules
Professional development modules for administrators - 30 Assessment Literacy Modules
Professional development modules for teachers - 30 Assessment Literacy Modules
Training materials for a network of state leaders in the use of the repository - 5 Modules
Released/sample items - 10 Score Reporting Modules

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

Yes

67. Is there a quality control (peer review process or other) process in place for products in the repository?

Yes

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection and attainment of curricular learning targets/goals.

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

No cost additional to the interim assessment cost

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

Grade 3 HS SA - 0.73

Grade 3 HS ER - 1.80

Grade 3 AIS SA - 0.74

Grade 3 AIS ER - 0.35

Grade 4 HS SA - 0.88

Grade 4 HS ER - 1.87

Grade 4 AIS SA - 0.74

Grade 4 AIS ER - 0.35

Grade 5 HS SA - 0.88

Grade 5 HS ER - 1.87

Grade 5 AIS SA - 0.74

Grade 5 AIS ER - 0.35

Grade 6 HS SA - 0.88

Grade 6 HS ER - 1.87

Grade 6 AIS SA - 0.74

Grade 6 AIS ER - 0.35

Grade 7 HS SA - 0.88

Grade 7 HS ER - 1.87

Grade 7 AIS SA - 0.35

Grade 7 AIS ER - 0.35

Grade 8 HS SA - 0.88

Grade 8 HS ER - 1.87

Grade 8 AIS SA - 0.74

Grade 8 AIS ER - 0.35

Grade 9 HS SA - NA

Grade 9 HS ER - NA

Grade 9 AIS SA - NA

Grade 9 AIS ER - NA

Grade 10 HS SA - NA

Grade 10 HS ER - NA

Grade 10 AIS SA - NA

Grade 10 AIS ER - NA

Grade 11 HS SA - 0.88

Grade 11 HS ER - 1.87

Grade 11 AIS SA - 0.74

Grade 11 AIS ER - 0.35

Grade 12 HS SA - NA

Grade 12 HS ER - NA

Grade 12 AIS SA - NA

Grade 12 AIS ER - NA

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS
For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

Grade 3 HS SA - 0.97

Grade 3 HS ER - 2.15

Grade 4 HS SA - 0.97

Grade 4 HS ER - 2.15

Grade 5 HS SA - 0.97

Grade 5 HS ER - 2.15

Grade 6 HS SA - 0.97

Grade 6 HS ER - 2.15

Grade 7 HS SA - 0.97

Grade 7 HS ER - 2.15

Grade 8 HS SA - 0.97

Grade 8 HS ER - 2.15

Grade 9 HS SA - NA

Grade 9 HS ER - NA

Grade 10 HS SA - NA

Grade 10 HS ER - NA

Grade 11 HS SA - 0.97

Grade 11 HS ER - 2.15

Grade 12 HS SA - NA

Grade 12 HS ER - NA

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

Grade 3 HS SA - 1.17

Grade 3 HS ER - 1.79

Grade 3 AIS SA - 0.97

Grade 3 AIS ER - 0.27

Grade 4 HS SA - 1.47

Grade 4 HS ER - 1.87

Grade 4 AIS SA - 0.97

Grade 4 AIS ER - 0.27

Grade 5 HS SA - 1.47

Grade 5 HS ER - 1.87

Grade 5 AIS SA - 0.97

Grade 5 AIS ER - 0.27

Grade 6 HS SA - 1.47

Grade 6 HS ER - 1.87

Grade 6 AIS SA - 0.97

Grade 6 AIS ER - 0.27

Grade 7 HS SA - 1.47

Grade 7 HS ER - 1.87

Grade 7 AIS SA - 0.97

Grade 7 AIS ER - 0.27

Grade 8 HS SA - 1.47

Grade 8 HS ER - 1.87

Grade 8 AIS SA - 0.97

Grade 8 AIS ER - 0.27

Grade 9 HS SA - NA

Grade 9 HS ER - NA

Grade 9 AIS SA - NA

Grade 9 AIS ER - NA

Grade 10 HS SA - NA

Grade 10 HS ER - NA

Grade 10 AIS SA - NA

Grade 10 AIS ER - NA

Grade 11 HS SA - 1.47

Grade 11 HS ER - 1.87

Grade 11 AIS SA - 0.97

Grade 11 AIS ER - 0.27

Grade 12 HS SA - NA

Grade 12 HS ER - NA

Grade 12 AIS SA - NA

Grade 12 AIS ER - NA

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

Grade 3 HS SA - 1.31

Grade 3 HS ER - 1.81

Grade 4 HS SA - 1.31

Grade 4 HS ER - 1.81

Grade 5 HS SA - 1.31

Grade 5 HS ER - 1.81

Grade 6 HS SA - 1.31

Grade 6 HS ER - 1.81

Grade 7 HS SA - 1.31

Grade 7 HS ER - 1.81

Grade 8 HS SA - 1.31

Grade 8 HS ER - 1.81

Grade 9 HS SA - NA

Grade 9 HS ER - NA

Grade 10 HS SA - NA

Grade 10 HS ER - NA

Grade 11 HS SA - 1.31

Grade 11 HS ER - 1.81

Grade 12 HS SA - NA

Grade 12 HS ER - NA

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

Grade 3 HS SA - 1.56

Grade 3 AIS SA - 3.50

Grade 4 HS SA - 1.56

Grade 4 AIS SA - 3.50

Grade 5 HS SA - 1.56

Grade 5 AIS SA - 3.50

Grade 6 HS SA - 1.56	
Grade 6 AIS SA - 3.50	
Grade 7 HS SA - 1.56	
Grade 7 AIS SA -3.50	
Grade 8 HS SA - 1.56	
Grade 8 AIS SA - 3.50	
Grade 9 HS SA - 1.56	
Grade 9 AIS SA - 3.50	
Grade 10 HS SA - 1.56	
Grade 10 AIS SA - 3.50	

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

Grade 3 HS SA - 1.87	
Grade 3 AIS SA - 4.20	
Grade 4 HS SA - 1.87	
Grade 4 AIS SA - 4.20	
Grade 5 HS SA - 1.87	
Grade 5 AIS SA - 4.20	
Grade 6 HS SA - 1.87	
Grade 6 AIS SA - 4.20	
Grade 7 HS SA - 1.87	
Grade 7 AIS SA -4.20	
Grade 8 HS SA - 1.87	
Grade 8 AIS SA - 4.20	
Grade 9 HS SA - 1.87	
Grade 9 AIS SA - 4.20	
Grade 10 HS SA - 1.87	
Grade 10 AIS SA - 4.20	

COMMON CORE
Assessment Options Report

Triumph Learning

Survey Response

Common Core Assessment Service Provider Survey

1. Contact Information

Name: - Caitlin Dwyer

Company: - Triumph Learning

Address: - 136 Madison Avenue

City/Town: - New York

State: - NY

ZIP: - 10016

Country: - United States

Email Address: - salesoperations@triumphlearning.com

Phone Number: - 8003386519

2. In the space below, name the product or products you will be referencing that assess student achievement on the Common Core Standards.

In 2014, Triumph Learning will expand its digital product offering to include both Waggle Instruct and Waggle Practice. Waggle Instruct (currently available as Readiness) is a technology product composed of support materials that provide additional varied instruction, practice, and assessments. These online lessons, both on- and below-level, give you loads of options for CCSS-based mathematics instruction—with customized reporting. This digital suite of best-selling and highly effective Triumph Learning Products will ease your transition to Common Core State Standards. Math Readiness for the Common Core contains proven series at different levels—enabling you to differentiate your standards-based instruction for every learner in your class. Lessons have been imported in full from Triumph student books. Each lesson is available as a PDF for projection to a whiteboard, assignment to students, or for printing. Lesson Practice is interactive and available as a printable PDF. Students can view each item in a single-question format, and select their answer for multiple-choice questions, or type their answer for open-ended questions. Test Generator allows teachers access to an item bank that contains a minimum of 10 items—both multiple choice and short answer—for each standard. Original tests can be created, printed, and assigned to students. For more information on this product, please refer to the sell sheets provided with this bid. There are two summative tests within Readiness for Common Core. They can be used in a variety of ways, most often as diagnostic tools for placement purposes (placement in levels, ability groups, classes, etc.). Each test covers all strands or domains within Common Core State Standards. There is a test generator with an item bank in Readiness for Common Core, also. A diagnostic/placement assessment can be generated using this feature, as well. There are currently 10 test items per standard in the item bank. Both options (summative assessment or test generator) can be used as a solid resource to use in gauging students areas of strength or weakness, which aids in driving instruction in the classroom. The results from these assessments will guide teachers in determining which lessons and practice to use with each class, group, or individual. If a student scored poorly on an assessment regarding one or more CCSS, there are many lessons a teacher may use in order to strengthen that student's understanding of a concept and bring them to mastery Waggle Practice, coming in July 2014, is an adaptive learning platform for Math, ELA Reading (fiction, non fiction), and Writing Process, that spans grades 3–8. The program focuses as intently on the process of learning as it does on the results. The system offers students many forms of help, meaningful feedback, and different ways into the content to achieve differentiated instruction. Learning occurs through formative assessments and the feedback built around those assessments. This program leverages a dynamic recommendation engine to identify areas where students are struggling and offers them the resources most targeted to individual help. The system provides instant feedback so students and teachers can switch gears as needed and remain highly motivated and challenged. Within Waggle Practice, adaptive learning refers to a continuously adaptive system—one that responds in real time to each student's performance and activity on the system and that provides appropriate instruction at the optimal time to maximize the likelihood that a student will master his/her learning objectives. Waggle Practice analyzes learning materials based on thousands of data points—including concepts, content structure, difficulty level, and media format—and uses sophisticated algorithms to build the perfect bundle of content for each student, constantly. The system refines recommendations through network effects that harness the power of all the data collected for all students to optimize learning for each individual student. Waggle is designed to enable learners of any skill level to achieve success. A key focus in particular is the student who is struggling. As reported in Writing 2011: National Assessment of Educational Progress at Grades 8 and 12 , about one-quarter of students in grade 8 perform at the Proficient level in

writing. When the data about Basic and Below basic students is unpacked, it becomes evident that most students in impoverished and urban districts perform at the lowest levels—indicating a tremendous need for programs that provide professional development for teachers and carefully constructed scaffolding for students. Students using Waggle will be engaged in online activities that are relevant to their assignments and will move them to on-level success. However, in any classroom, there is a spectrum of students ranging from those who struggle below grade level, to the students who "get it" for the most part but need some redirection, to those who are tracking ahead of the class. The system will cater to all of these scenarios so that no student is neglected, regardless of proficiency. Each scenario is handled differently. "A" students work with higher-order-level activities to promote their critical thinking skills, while those who have more difficulty are scaffolded through the system feedback to prompt them in different ways, getting to the heart of their issues. This is done through the use of "hints" throughout the item-level instruction. These give students extra support for common problem areas and vocabulary. All students receive meaningful feedback on their responses that either reinforces a concept or addresses misconceptions, regardless of whether they have given the correct answer.

3. Mark each of the specific content areas covered by the product(s) referenced in this survey.

Mathematics

Reading

Writing

Listening

Speaking

4. Please describe the methodology you use to assess alignment of your products to the Common Core Standards. Provide web-accessible references.

The student event data in Waggle helps inform the statistical models used to make recommendations. While there are many different factors contributing to these models, some of the most significant things they help determine are: • instructional value of a piece of content. • assessment capabilities of an item or quiz. • How engaging a piece of content is. • How urgent it is for the student to learn any particular skill. These factors and many others help determine the recommendation Waggle passes to a student. Waggle recommendations utilize many different principles of data science, including Item Response Theory (IRT), Probabilistic Graphing Models (PGM), and hierarchical clustering. IRT models student ability using question-level performance instead of aggregate test-level performance. Instead of assuming all questions contribute equivalently to our understanding of a student's abilities, IRT provides a more nuanced view of the information each question provides about a student. It is founded on the premise that the probability of a correct response to a test question is a mathematical function of parameters such as a person's latent traits or abilities and item characteristics (such as difficulty, "guessability," and specificity to topic). While IRT models are atemporal and reliant upon a single measure of ability (and thus reflect only one facet of the science behind Waggle recommendations), they help us better understand how a student's test performance relates to his ability. This framework, which encompasses statistical methods such as Bayesian networks and Markov random fields, allows data scientists to code and manipulate probability distributions over multi-dimensional spaces in which hundreds or even thousands of variables are at play. In other words, PGMs allow Waggle analysts to build complex models one effect at a time, relating the many learning activities they observe to estimations that are useful for recommendation. One of the ways Waggle applies PGMs is by using a student's known proficiencies to determine which other topics he may be ready to master. For instance, such a model might help the platform discover to what degree a mastery of the ability to identify an opinion helps students master the ways to support that opinion and to what degree a mastery of the ways to support an opinion helps students master identifying conclusions. Waggle data scientists can thus determine the relationship between mastery of identifying opinions and mastery of identifying conclusions. Ultimately, the discovery of these types of relationships allows Waggle to continually refine its recommendations. In data mining, hierarchical clustering is a method of analysis that aims to construct a hierarchy or structure of clusters. In Waggle, the technique is used to detect latent structures within large groups and build algorithms that determine how students should be grouped and what features they should be grouped by.

5. In the space below, briefly indicate how you determine that the products adequately cover the breadth of the content described in the Common Core Standards. Include measures and the operational definition of adequate coverage you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

When developing our assessments at each grade level, we calculate our assessment items to be weighted towards their corresponding categories in the CCSS. For example, in grade 3 Math, there are nine standards related to Operations and Algebraic Thinking, which is 27.27% of the math standards for that grade level. Approximately 27% of the assessment items in a Waggle Assessment for Math at Grade 3 would be centered around Operations and Algebraic Thinking. For information on the research and development of our products, please refer to these Common Core Coach White Papers. Common Core Coach is our best-selling Common Core Product, and is fully integrated into our Waggle Instruct program. http://www.triumphlearning.com/articles/C3_Math_White_Paper.pdf http://www.triumphlearning.com/articles/C3_ELA_White_Paper.pdf

6. In the space below, briefly indicate how you determine that the products match in terms of depth of knowledge between test questions and content standards. Include measures and the operational

definition of adequate match you use to make that determination. Provide web-accessible references with citation of specific documents, page location, and line or paragraph heading location.

For information on the research and development of our products, please refer to these Common Core Coach White Papers. Common Core Coach is our best-selling Common Core Product, and is fully integrated into our Waggle Instruct program. http://www.triumphlearning.com/articles/C3_Math_White_Paper.pdf http://www.triumphlearning.com/articles/C3_ELA_White_Paper.pdf

7. In the space below, briefly indicate how you determine that the products adequately balance the representation of content so that specific content topics are not over or under represented. Include measures and the operational definition of balance of representation you use to make that determination. Provide web-accessible references with citation of specific documents, page location and line or paragraph heading location.

For information on the research and development of our products, please refer to these Common Core Coach White Papers. Common Core Coach is our best-selling Common Core Product, and is fully integrated into our Waggle Instruct program. http://www.triumphlearning.com/articles/C3_Math_White_Paper.pdf http://www.triumphlearning.com/articles/C3_ELA_White_Paper.pdf

8. Describe your process to assure adequate expertise on working groups assessing alignment quality.

No Response

9. Describe your process to assure adequate diversity on working groups assessing alignment quality.

No Response

10. FILL OUT THIS QUESTION ONLY FOR MATHEMATICS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X	X	X	X
Grade 4	X	X	X	X
Grade 5	X	X	X	X
Grade 6	X	X	X	X
Grade 7	X	X	X	X
Grade 8	X	X	X	X
Grade 9	X		X	X
Grade 10	X		X	X
Grade 11	X		X	X
Grade 12	X		X	X

Comments:

11. FILL OUT THIS QUESTION ONLY FOR ENGLISH LANGUAGE ARTS In the boxes below, check all types of delivery methods that you currently have or plan to have operational for the Academic Year 2014-15. Check only products that are aligned to the Common Core Standards in all three categories (coverage of content, match of item types to depth of knowledge of the content, and balance of content coverage). Definitions: P&P = Paper and Pencil CBA = Computer Based Assessment, (fixed forms) CAT = Computer Adaptive Testing Performance Assessment = (live or simulated tasks)

	CBA	CAT	Performance Assessment	P&P
Grade 3	X	X	X	X
Grade 4	X	X	X	X
Grade 5	X	X	X	X
Grade 6	X	X	X	X
Grade 7	X	X	X	X
Grade 8	X	X	X	X
Grade 9	X		X	X
Grade 10	X		X	X
Grade 11	X		X	X
Grade 12	X		X	X
Comments:				

12. If you indicated P&P or CBA, do you have the following capacities? Check all that apply.

No Response

13. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

14. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core SUMMATIVE assessment for each grade by Spring 2015.

No Response

15. RESPOND TO THIS QUESTION FOR MATHEMATICS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment	X	X	X	X	X	X	X	X	X	X
Matching	X	X	X	X	X	X	X	X	X	X
True/False	X	X	X	X	X	X	X	X	X	X
Drag and Drop										
Locate areas/regions										
Matrix questions	X	X	X	X	X	X	X	X	X	X
Other methods	X	X	X	X	X	X	X	X	X	X
Comments:										

16. RESPOND TO THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY Indicate the Item Types included in your STANDARD common core INTERIM assessments for each grade by Fall 2014.

	3	4	5	6	7	8	9	10	11	12
Multiple Choice	X	X	X	X	X	X	X	X	X	X
Short Answer	X	X	X	X	X	X	X	X	X	X
Essay/Constructed Response	X	X	X	X	X	X	X	X	X	X
Performance Assessment	X	X	X	X	X	X	X	X	X	X

Matching	X	X	X	X	X	X	X	X	X	X
True/False	X	X	X	X	X	X	X	X	X	X
Drag and Drop										
Locate areas/regions										
Matrix questions	X	X	X	X	X	X	X	X	X	X
Other methods	X	X	X	X	X	X	X	X	X	X
Comments:										

17. For Grades 3-8 Summative Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment			
Depth of Knowledge			
Balance of Representation			
Independent Alignment Verification			X
Comments:			

18. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 summative assessments.

No Response

19. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

No Response

20. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

No Response

21. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

No Response

22. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

No Response

23. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost

estimates.

24. For Grades 3-8 Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

	Yes	No	Study Not Yet Completed
Content Alignment	X		
Depth of Knowledge	X		
Balance of Representation	X		
Independent Alignment Verification			X
Comments:			

25. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 3 through 8 interim assessments.

26. For grades 3 through 8 assessments, indicate the types of interim assessments that will be available. Check all that apply.

Pre-test of prerequisites (e.g., based on full set of previous-grade content)

Anytime summative clone (e.g., based on full set of current-grade content)

Customizable unit-based (e.g., a customizable portion of current-grade content)

27. How many times can the Grades 3-8 Interim Assessment be given?

More than three times a year

28. interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

Grade 3 for CAT/CBA - 20

Grade 4 for CAT/CBA - 20

Grade 5 for CAT/CBA - 20

Grade 6 for CAT/CBA - 20

Grade 7 for CAT/CBA - 20

Grade 8 for CAT/CBA - 20

29. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 60

Grade 3 HS ER - 35

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 60

Grade 4 HS ER - 35

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 60

Grade 5 HS ER - 35

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 60

Grade 6 HS ER - 35

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 60

Grade 7 HS ER - 75

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 70

Grade 8 HS ER - 35

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

30. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

Grade 3 HS SA - 60

Grade 3 HS ER - 35

Grade 3 AIS SA - 0

Grade 3 AIS ER - 0

Grade 4 HS SA - 60

Grade 4 HS ER - 35

Grade 4 AIS SA - 0

Grade 4 AIS ER - 0

Grade 5 HS SA - 60

Grade 5 HS ER - 35

Grade 5 AIS SA - 0

Grade 5 AIS ER - 0

Grade 6 HS SA - 70

Grade 6 HS ER - 35

Grade 6 AIS SA - 0

Grade 6 AIS ER - 0

Grade 7 HS SA - 70

Grade 7 HS ER - 35

Grade 7 AIS SA - 0

Grade 7 AIS ER - 0

Grade 8 HS SA - 70

Grade 8 HS ER - 35

Grade 8 AIS SA - 0

Grade 8 AIS ER - 0

31. For Grades 9-12 Summative Assessment, indicate whether your STANDARD product has the

following characteristics. Mark all that apply.

32. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of grades 9 through 12 summative assessments.

33. Will an equivalent form using different test questions be available for students as needed (e.g., for misadministrations)?

34. Will an equivalent form re-test option using different test questions be available for students who want to improve their scores?

35. Summative Cost Estimates. For each grade, give an approximate cost per student for one administration of both English Language Arts and Mathematics. For purpose of estimating per student costs, please assume 122,000 students per grade, with 75% of the student population taking CAT/CBA and 25% taking P&P. Your estimate must be based on your STANDARD common core summative assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 13 and 14.

36. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

37. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD summative assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

38. For High School Interim Assessment, indicate whether your STANDARD product has the following characteristics. Mark all that apply.

39. Please provide references, preferably a web address for a technical report describing in detail the working group, the facilitators, and results of completed alignment activities. If not available, provide dates of planned activities for evaluating alignment of high school interim assessments.

40. For high school, indicate the types of interim assessments that will be available. Check all that

apply.

41. How many times can the Grades 9-12 Interim Assessment be given?

42. Interim Cost Estimates. For each grade, give an approximate cost per student for two administrations of both English Language Arts and Mathematics. Interim assessments will be provided online only. For purpose of estimating per student costs, please assume 60,000 students per grade taking the interim assessments. Your estimate must be based on your STANDARD common core interim assessment of Mathematics and ELA that contains all item types that you checked in your response to Questions 15 and 16.

43. ANSWER THIS QUESTION FOR MATHEMATICS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

44. ANSWER THIS QUESTION FOR ENGLISH LANGUAGE ARTS ONLY For your STANDARD interim assessment product, and for each grade, give the number of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions included in the cost estimates.

45. CAT/CBA Testing Platform Support. Please indicate which systems your computer-based software can be administered on now or by Fall 2014.

	Desktop	Notebook	Laptop	Tablet
Windows XP				
Windows 7	X	X	X	
Windows 8	X	X	X	
OS X	X	X	X	
iOS				X
Chrome OS	X	X	X	X
Android	X	X	X	X

Other (please specify) or comments:

46. Indicate the delivery method your CAT/CBA deploys.

Stand alone on student computer

47. Indicate the expected bandwidth required per student for CAT.

Bandwidth per student - 20

48. ANSWER THIS QUESTION FOR SUMMATIVE ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for summative assessment products in both mathematics and English language arts? Mark all that apply.

49. ANSWER THIS QUESTION FOR INTERIM ASSESSMENT ONLY Will you work with the Michigan Department of Education to define opportunities for Michigan educators to have a substantial role in each of the following categories for interim assessment products in both mathematics and English language arts? Mark all that apply.

	Yes	No
Write test questions	X	
Revise test questions	X	
Review test questions for developmental appropriateness	X	
Review test questions for appropriateness to the common core	X	
Review test questions for avoidance of bias	X	
Review test questions for avoidance of sensitive issues	X	
Review test questions for appropriate accessibility for students with disabilities	X	
Review test questions for appropriate accessibility for English language learners	X	
Mark test questions for potential removal based on review	X	
Participate in developing rubrics for hand-scored test questions	X	
Participate in scoring hand-scored test questions	X	

Comments:

50. Psychometric requirements. Does your system allow for the following data to be collected and reported to the Michigan Department of Education for both Summative and Interim Assessment STANDARD products?

	Yes	No
Complete set of item responses and item scores for each examinee	X	
Classical item analysis statistics (e.g., p-value, [corrected] item-total correlations)		X
Item Response Theory parameters and standard errors		X
Student raw scores	X	
Student theta scores with standard errors (including complete scoring histories)		X
Student scaled scores with standard errors (including complete scoring histories)		X
Student and aggregate level forensic data (e.g., erasure, response latency, outlier score/response patterns, etc.)	X	

Comments:

51. In which areas will the Michigan Department of Education have a formal decision-making role with the ability to provide input and have a direct influence? Check all that apply.

52. Will the contractor work with the Michigan Department of Education on assessment integrity related to test security and inappropriate administration? This will mean 1) providing data, sometimes in real time on data forensics, 2) providing information for investigations, and 3) monitoring assessment integrity.

No

53. Will the State of Michigan be sole and exclusive owner of all Michigan student data, with any data flowing to schools and students governed by contracts with the Michigan Department of Education?

Yes

Triumph Learning may use Michigan student data for internal purposes, but data would be stripped of any personally identifying information.

54. At what level will score reporting be available in each content area (mathematics, English language Arts)? Check all that apply.

ELA Overall
ELA Subscores (e.g., Reading, Writing, etc.)
ELA Item-level scores
Mathematics Overall
Mathematics Subscores (e.g., Algebra, Problem-solving)
Mathematics item-level scores

55. Provide the estimated number of days to return results to schools for the following assessment components:

Test results based on artificial intelligence-scored test questions - Immediate
Test results based on hand-scored test questions - Teacher-dependent
Composite results based on all components - Teacher-dependent

56. Will the Michigan Department of Education be able to specify the format in which the aggregate data files will be returned to the state and schools?

Yes

57. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for English Language Learners? Check all that apply.

Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

58. Selected accommodations. Of the list below, does your CAT/CBA allow these accommodations for students with disabilities? Check all that apply.

Print-on-demand tactile graphics
Universal accommodations (highlighter, notepad, magnifying device, color overlay, etc.)

59. Mark each tool that is universally provided for P&P, CAT and CBA products. Check all that apply

	P&P	CAT	CBA
Calculator			
Ruler			
Protractor			
Compass			
Highlighter		X	X
Notepad		X	X
Magnifying glass		X	X
Describe other tools:			

60. Into which languages are questions (items) translated or glossed?

None/not available

61. Do all students that test with state approved accommodations receive all available official score reports?

No Response

62. Do you have an online repository for formative assessment resources aligned to the Common Core Standards?

Yes

63. Enter your operational definition of formative assessment that guides the development of your formative assessment resources.

The Triumph Learning instructional products on Waggle Instruct (such as Common Core Coach and Support Coach) provide teachers with systematic formative assessment that frequently allows the teacher to check on student learning in measured and meaningful ways. These opportunities provide teachers with a framework for developing and presenting the following "attributes" of formative assessment (Wylie, 2008). • Learning progressions that help the teacher explain learning goals and subgoals • Established criteria for student success • Teacher feedback that helps students monitor their progress • Self- and Peer Assessment to engage students in metacognitive thinking • Partnership between teachers and students who are focused on learning goals Wylie, Caroline E. and CCSSO. Formative Assessment: Examples of Practice. CCSSO, 2008.

64. Check the types of formative assessment resources in your repository. Check all that apply.

Formative assessment tools (e.g. checklists, worksheets, electronic tools)

Model curriculum units

65. Enter the number of materials in your online formative assessment repository of each type:

Formative assessment tools (e.g. checklists, worksheets, electronic tools) - 342

Model curriculum units - 2445

66. Does the online Formative Assessment Repository have a provision for Michigan teachers to submit products?

Yes

Each teacher may upload their own content at any time, but that content does not become shareable.

67. Is there a quality control (peer review process or other) process in place for products in the repository?

Yes

68. In the space below, please describe your quality control process (e.g. internal, external, peer, expert, agency, organizational, certification).

Internal

69. Estimate the total costs for hosting the online Formative Assessment Repository with unlimited access for 125,000 educators.

No Response

70. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN MATHEMATICS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

71. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN MATHEMATICS
For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

72. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 122,000 student per grade, with 75% taking the assessment using CAT/CBA.

No Response

73. RESPOND TO THIS QUESTION ONLY FOR P&P SUMMATIVE ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA) and hand-scored extended response (HS ER) questions for students taking the assessment via P&P. For purposes of estimating costs, assume 122,000 student per grade, with 25% taking the assessment using P&P.

No Response

74. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN MATHEMATICS
For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 students per grade taking the assessment twice per year, online (only available online).

No Response

75. RESPOND TO THIS QUESTION ONLY FOR CAT/CBA INTERIM ASSESSMENTS IN ENGLISH LANGUAGE ARTS For each grade, give the per-student cost of hand-scored short answer (HS SA), hand-scored extended response (HS ER), artificial intelligence scored short answer (AIS SA) and artificial intelligence scored extended response (AIS ER) questions for students taking the assessment online. For purposes of estimating costs, assume 60,000 student per grade taking the assessment twice per year, online (only available online)..

No Response